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ABSTRACT

The Generic Skills Curriculum is based on studies and surveys conducted from 1972 to 1975 by the Training and Research and Development Station to determine certain generic skills used in some 76 occupations across Canada. Generic skills are defined as those behaviors which are fundamental to the performance of many tasks carried out in a wide range of occupations in the areas of mathematics, communications, reasoning skills, interpersonal skills, and manipulative skills. They do not include knowledge and procedures unique to specific employers and obtainable as part of normal orientation to a new job. The skills curriculum has four distinct courses: reading, writing, listening, and mathematics. The four courses are divided into 53 units or training packages which may be used in individualized student instruction. The content of the courses is at an adult level, grade 5-10. Each booklet is organized into seven parts to facilitate the individualized process: skills records, skills inventory, learning resources, prescription sheet, skills check 1, skills check 2, and answer keys. An instructor's book and a tapescript for the listening course are provided in the package. (MKM)

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GENERIC SKILLS

The Training Research and Development Station has now completed the first two phases of a number of studies and surveys, conducted from 1972 to 1975, to determine the generic skills of mathematics, communications, reasoning and interpersonal relations in some 76 occupations across Canada. Reports of the surveys and instructional packages based on them are now available through the Publications Satellite of Information Canada in Prince Albert.

Background of Studies and Surveys

Generic skills have been defined as those behaviors which are fundamental to the performance of many tasks carried out in a wide range of occupations. Generic skills include many of the concepts and skills generally referred to as mathematics skills, communication skills, reasoning skills, interpersonal skills and manipulative skills.

Examples of generic skills in these areas could include:

1. Mathematics skills: multiplying whole numbers; adding fractions.
2. Communications skills: reading to follow written directions; recording data; writing technical reports; listening to follow oral instructions.
3. Reasoning skills: scheduling work; diagnosing problems; making decisions.
4. Interpersonal skills: giving rewards and discipline; using attending behaviors; promoting group maintenance.
5. Manipulative skills: using hand-eye co-ordination; using proper body posture for lifting and carrying.

Excluded from generic skills are knowledge and procedural items which are unique to specific employers and which may be obtained as part of the orientation to a new job.

At the Training Research and Development Station, a taxonomy of skills and a data collection instrument within each of the areas of mathematics, communication, reasoning and interpersonal skills were developed first as prototypes, used experimentally in varying situations in different parts of Canada, and finally refined for general widespread use.

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The collected data from the surveys was analyzed to determine occupational skill profiles in different geographical areas, to show clusters of skills and to identify core clusters. Skill matrices for both supervisory and non-supervisory occupations were then made up. A core cluster for the non-supervisory occupations was derived by examining the percentages of occupations which require each skill; if the skill was required by 75% or more of the occupations surveyed, it was deemed a core requirement.

Instructional Packages

A set of instructional objectives, based on the core skills, was then written. These objectives provided specifications for the development of 53 separate training packages in mathematics and communications.

Criteria for the training packages were:

1. That each package include the instructional objectives, placement and evaluation tests, and references to appropriate learning materials.
2. That the packages permit the following aspects of individualization:
    a. individualized pacing to allow students to achieve skill development at a speed consistent with their learning abilities;
    b. individualized content to allow students to make choices of skills consistent with their occupational goals;
    c. individualized process to allow continuous intake and exit of students and to ensure that skill development commences at the correct point for each student;
    d. individualized selection of learning materials, where possible, to allow students to use various media.

Occupational profiles published in reports on the Generic Skills studies indicate the skills required in mathematics and communications in each of the surveyed occupations. The arrangement of the Generic Skills learning program in separate booklets, each based on one stated skill, makes it possible for students to choose, or be assigned, work on particular skills which they lack or which are required for a specific occupation. Since the booklets are based on identified core skills, however, workers in most non-supervisory occupations will need all of them.

Books and Materials Available

Instructional materials for the Generic Skills curriculum in mathematics and communications, reports on studies and surveys in Generic Skills, and a Generic Skills Survey Kit are described briefly below:

A. Instructional Materials

1. Instructional packages for students (1976):

   a. Generic Skills Reading: 16 unit booklets

   b. Generic Skills Writing: 6 unit booklets

   c. Generic Skills Listening: 10 unit booklets

   d. Generic Skills Mathematics: 21 unit booklets

   The content of these four courses is intended for use at the BTSD level, from about adult 5 to 10. Students may study the units in any order, provided that they have the necessary pre-requisite skills, and booklets may be used either as expendable or non-expendable materials.

   Each unit booklet is organized in a standard way in seven parts to facilitate the individualized process:

   * Skills Record: containing learning objectives and space for checking when objectives are met

   * Skills Inventory: a diagnostic and placement test

   * Learning Resources: a list of commercial materials recommended for teaching the skills specified for the unit

   * Prescription Sheet: a lined page for writing individual assignments based on Skills Inventory results

   * Skills Check 1: a first evaluation test, with questions based on the skills specified for the unit

   * Skills Check 2: a second form of Skills Check 1

   * Answer Key: containing answers for the Skills Inventory, Skills Check 1 and Skills Check 2.

2. Generic Skills Listening Tapescripts (1976, 128 pages)

   This book of tapescripts was prepared to accompany the Generic Skills Listening course. Users of the Listening course are expected to record their own cassette tapes from the Listening Tapescripts.

3. Generic Skills Curriculum Instructor's Book (1976, 29 pages)

   This book explains the content of the four courses, the function of each of the seven parts of the units, and the individualized process. It contains also a list of recommended materials for Generic Skills courses and their publishers, and a sample Mathematics unit booklet.

B. Reports on Generic Skills Studies and Surveys

These reports are useful to a great range of people concerned with creating, conducting and participating in manpower training programs: federal and provincial administrators and occupational analysts; counsellors and placement officers in Canada Manpower Centres and training institutions; course development staff in departments of education and training institutions; and instructors and students.

1. Generic Skills Research and Development (1975, 208 pages)

   This book contains a valuable set of specifications to guide the instructional design of curricula and learning materials for the occupational training of adults in manpower training programs. It includes chapters on the objectives and history of the Generic Skills studies, skill taxonomies, experimental data collection instruments, reports on three surveys, processes of analysis and synthesis to isolate clusters and to determine core clusters, and research findings using factor analysis.

2. Handbook of Occupational Information (1975, 331 pages)

   This handbook summarizes and synthesizes the data obtained from surveys of 76 occupations in an attempt to determine the skills of mathematics, communications, interpersonal behaviors, and reasoning used in work performance. Data was obtained from 830 workers and 1120 supervisors in a variety of rural and urban settings ranging from Halifax to Vancouver.

The bulk of the book is devoted to charts of occupational profiles numbered according to codes used in the Canadian Classification and Dictionary of Occupations. Included also are charts and tables of skill clusters and skill matrices and how they were derived, for both supervisory and non-supervisory occupations, and core clusters of instructional objectives for mathematics, communications, interpersonal skills and reasoning skills.

3. Other books published as interim reports:
   a. Generic Skills in the Reasoning and Interpersonal Domains (1974, 71 pages)
   b. Generic Skills for Occupational Training (1973, 162 pages)
   c. Generic Skills Technical Supplement (1973, 335 pages)

C. Generic Skills Survey Kit

1. Generic Skills Kit for the Collection and Analysis of Occupational Information (1975)

The chief item in the kit is the 284-page Generic Skills Questionnaire. The introduction contains instructions for a Generic Skills Occupational Survey and how to use the materials in the kit. The questionnaire, a revised version of earlier Generic Skills survey instruments, is designed to identify on-the-job skills needed in mathematics, communications, interpersonal relations and reasoning skills.

Included also in the kit are 15 copies of the Occupational Skill Analysis Record Form and 15 copies of the Occupational Profile Form. These are expendable forms which may be duplicated for more extensive surveys.

CAPACITÉS GÉNÉRALES

Après y avoir travaillé de 1972 à 1975, le Centre de recherche et de développement en formation a maintenant achevé les deux premières étapes d'une série d'études et d'enquêtes visant à déterminer les capacités générales en mathématiques, en langue, en logique et en communication interpersonnelle requises par quelque 76 professions exercées partout au Canada. Des rapports de ces enquêtes ainsi que des ensembles didactiques inspirés de ces dernières sont maintenant diffusés par les Publications Satellite d'Information Canada, Prince Albert.

Historique des études et des enquêtes

On a défini les capacités générales comme étant les connaissances et savoir-faire essentiels à l'exécution de nombreuses tâches remplies dans une vaste gamme de professions. Les capacités générales englobent un bon nombre de ces connaissances et capacités qu'on appelle ordinairement les capacités en mathématiques, en langue, en logique, en communication interpersonnelle ainsi que les capacités de manipulation.

Voici quelques exemples de capacités générales en ces domaines:

1. Capacités en mathématiques: multiplier des nombres entiers; additionner des fractions.

2. Capacités en langue: lire et comprendre des instructions écrites; consigner des données; rédiger des rapports techniques; écouter et comprendre des instructions orales.

3. Capacités en logique: dresser un plan de travail; déterminer la cause de problèmes; prendre des décisions.

4. Capacités en communication interpersonnelle: récompenser et punir; réagir de façon appropriée; aider à maintenir l'esprit de groupe.

5. Capacités de manipulation: faire preuve de coordination de la vue et des mains; savoir prendre la posture appropriée pour soulever et porter des objets.

Sont exclues des capacités générales les connaissances et les méthodes propres à des employeurs particuliers et qui peuvent être transmises lors de l'initiation à un nouvel emploi.

Le Centre de recherche et de développement en formation a d'abord élaboré à titre de modèles une taxonomie des capacités et une formule de collecte des données relatives aux capacités requises en mathématiques, en langue, en logique et en communication interpersonnelle; il a utilisé ces modèles à titre expérimental en différents endroits du Canada et les a finalement perfectionnés en vue de leur utilisation générale.

On a analysé les données réunies au cours des enquêtes afin de déterminer les profils des capacités requises par profession dans divers secteurs géographiques, d'isoler des faisceaux de capacités et de découvrir des faisceaux passe-partout. On a ensuite dressé des matrices de capacités tant pour les professions de surveillance que pour les professions n'impliquant pas de fonctions de surveillance. On a obtenu un faisceau passe-partout pour les professions n'impliquant pas de fonctions de surveillance en examinant le pourcentage des professions demandant chaque capacité; si une capacité était requise par au moins 75% des professions ayant fait l'objet de l'enquête, elle était considérée comme une capacité passe-partout.

Ensembles didactiques

On a ensuite rédigé un ensemble d'objectifs d'apprentissage compte tenu des capacités passe-partout. Ces objectifs ont permis d'élaborer en détail 53 nécessaires d'apprentissage distincts portant sur les mathématiques et la langue.

Voici les critères dont on a tenu compte lors de l'élaboration des nécessaires d'apprentissage:

1. Que chaque nécessaire énumère les objectifs d'apprentissage et comprenne des inventaires de classement, des épreuves d'évaluation et des références à du matériel d'apprentissage approprié.

2. Que les nécessaires permettent un apprentissage individualisé comportant les traits suivants:

   a. Adaptation au rythme personnel de l'élève, afin de lui permettre d'acquérir les capacités à un rythme compatible avec son aptitude à apprendre;

   b. Présentation de la matière en livrets détachés, afin de permettre aux élèves de choisir des capacités conformes à leur objectif de carrière;

   c. Travail individualisé, pour permettre l'inscription et le départ continus des élèves et veiller à ce que l'acquisition de capacités commence au niveau approprié pour chaque élève;

   d. Choix personnel du matériel d'apprentissage, quand c'est possible, afin de permettre aux élèves d'employer diverses sources de documentation.

Les profils de professions publiés dans les comptes rendus des études sur les capacités générales indiquent les capacités requises en mathématiques et en langue dans l'exercice de chacune des professions ayant fait l'objet d'une enquête. La répartition du programme d'apprentissage des capacités générales en livret détachés, chacun portant sur une capacité déterminée, permet aux élèves de choisir ou de se voir prescrire du travail sur des capacités particulières qui leur manquent ou qui sont requises dans une profession particulière. Mais puisque les livrets portent sur des capacités jugées passe-partout, les travailleurs de la plupart des professions n'impliquant pas de fonctions de surveillance ont besoin de la totalité de ces capacités.

Livres et matériel offerts

Nous décrivons ici brièvement le matériel didactique du programme de cours de capacités générales en mathématiques et en langue, les rapports d'études et d'enquêtes portant sur les capacités générales et un nécessaire d'enquête sur les capacités générales:

A. Matériel didactique

1. Nécessaires d'apprentissage à l'usage des élèves (1976):

   a. Generic Skills Reading (Capacités générales en lecture): 16 livrets
   b. Generic Skills Writing (Capacités générales en écriture): 6 livrets
   c. Generic Skills Listening (Capacités générales en compréhension du langage parlé): 10 livrets
   d. Generic Skills Mathematics (Capacités générales en mathématiques): 21 livrets

La matière de ces quatre cours doit en principe être utilisée au niveau des C.P.F.P., soit approximativement de la 5^e à la 10^e année pour adultes. Les élèves peuvent étudier les livrets dans n'importe quel ordre, pourvu qu'ils possèdent déjà les capacités prérequises; ils peuvent les utiliser comme matériel réutilisable ou non réutilisable.

Afin de faciliter le travail individualisé, chaque livret suit un agencement normalisé en sept parties:

* Dossier de capacité: liste des objectifs d'apprentissage, comportant des espaces à cocher quand les objectifs sont atteints

- Inventaire de capacités: à la fois test diagnostique et inventaire de classement

- Documentation: liste de matériel, de source commerciale, recommandé pour l'enseignement des capacités spécifiées par le livret

- Page de prescription de travaux: une page lignée sur laquelle on peut indiquer les travaux prescrits à l'élève eu égard aux résultats de son inventaire de capacités

- Premier contrôle des capacités: cette première épreuve d'évaluation comprend des questions portant sur les capacités spécifiées par le livret

- Second contrôle des capacités: autre choix pour le premier contrôle des capacités

- Corrigé: liste des bonnes solutions de l'inventaire des capacités, des premier et second contrôles des capacités.

2. Generic Skills Listening Tapescripts (Textes à enregistrer - Capacités générales en compréhension du langage parlé, 1976, 128 pages)

   Ce recueil de textes à enregistrer a été établi pour accompagner le cours de capacités générales en compréhension du langage parlé. Les élèves de ce cours sont censés enregistrer certains de ces textes sur leurs propres cassettes.

3. Generic Skills Curriculum Instructor's Book (Programme de cours de capacités générales - Livre de l'enseignant, 1976, 29 pages)

   Ce livre explique la matière des quatre cours, le rôle de chacune des sept parties des livrets et la méthode individualisée. Il contient en outre une liste des ouvrages recommandés à ceux qui enseignent les capacités générales, donne le nom des éditeurs de ces ouvrages et présente, à titre d'échantillon, un livret de leçon de mathématiques.

B. Rapports d'études et d'enquêtes portant sur les capacités générales

Ces rapports peuvent être utiles à tous ceux qui doivent élaborer et administrer des programmes de formation de la main-d'oeuvre ou y participer: administrateurs et analystes des professions fédéraux et provinciaux; conseillers et agents de placement des Centres de Main-d'oeuvre du Canada et des maisons de formation; personnel chargé de l'élaboration des cours dans les ministères de l'Éducation et les maisons de formation; enseignants et élèves.

1. Generic Skills Research and Development (Recherches visant à élaborer des cours de capacités générales, 1975, 208 pages)

   Ce livre fournit des précisions intéressantes qui serviront de guide lors de la conception de programmes de cours et de matériel d'apprentissage destinés à la formation professionnelle des adultes inscrits aux programmes de formation de la main-d'oeuvre. On y trouve des chapitres sur l'historique de l'étude des capacités générales et les objectifs qui l'ont inspirée, sur les taxonomies de capacités, les formules de collecte des données expérimentales, le rapport de trois enquêtes, les procédés d'analyse et de synthèse employés pour isoler des faisceaux de capacités et déterminer des faisceaux passe-partout ainsi que les résultats de recherches employant l'analyse factorielle.

2. Handbook of Occupational Information (Guide des données sur les professions, 1975, 331 pages)

   Ce guide résume et synthétise les données réunies au moyen d'enquêtes effectuées sur 76 professions en vue de déterminer les capacités en mathématiques, en langue, en communication interpersonnelle et en logique utilisées dans l'exercice de ces professions. Les données ont été obtenues de 830 travailleurs et 1120 superviseurs de divers milieux ruraux et urbains, d'Halifax à Vancouver.

   L'ensemble du livre est consacré à des présentations graphiques de profils de profession numérotés conformément aux cotes de la Classification canadienne descriptive des professions. On y trouve en outre des graphiques et des tables de faisceaux de capacités et de matrices relatives aux capacités ainsi qu'un exposé de la façon dont on les a déduites, tant pour les professions de surveillance que pour les professions n'impliquant pas de surveillance; on y trouve enfin des faisceaux passe-partout d'objectifs d'apprentissage de capacités en mathématiques, en langue, en communication interpersonnelle et en logique.

3. Autres livres publiés à titre de rapports provisoires:

   a. Generic Skills in the Reasoning and Interpersonal Domains (Capacités générales en logique et en communication interpersonnelle, 1974, 71 pages)

b. Generic Skills for Occupational Training (Capacités générales - Formation professionnelle, 1973, 162 pages)

c. Generic Skills Technical Supplement (Capacités générales - Supplément technique, 1973, 335 pages)

C. Nécessaire d'enquête sur les capacités générales

1. Generic Skills Kit for the Collection and Analysis of Occupational Information (Capacités générales - Nécessaire de collecte et d'analyse de données sur les professions, 1975)

Le principal élément de ce nécessaire est le Generic Skills Questionnaire (Questionnaire Capacités générales), qui compte 284 pages. L'introduction indique comment mener une enquête sur les professions dans l'optique des capacités générales et comment utiliser les éléments du nécessaire. Le questionnaire, version révisée de formules antérieures d'enquête sur les capacités générales, est conçu de façon à permettre de déterminer les capacités en mathématiques, en langue, en communication interpersonnelle et en logique requises au travail.

Se trouvent également compris dans ce nécessaire 15 exemplaires de l'Occupational Skill Analysis Record Form (Formulaire de dossier d'analyse des capacités requises par profession) et 15 exemplaires de l'Occupational Profile Form (Formulaire de profil de profession). Ce sont des formulaires non réutilisables qu'il est permis de polycopier pour mener des enquêtes plus vastes.

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CURRICULUM

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2

FOREWORD

The Generic Skills Curriculum is based on studies and surveys under the direction of Arthur De W. Smith conducted from 1972 to 1975 by the Training Research and Development Station to determine certain generic skills used in a number of occupations across Canada.

This Instructor's Book is intended for use with the 53 unit booklets of the Generic Skills Reading, Writing, Listening and Mathematics courses, and the Generic Skills Listening Tapescripts, all published by this Station early in 1976.

The book of tapescripts was prepared to accompany the units of the Listening Course. Because of the phase-out of the Station in the spring of 1976, it has not been possible to make the actual taped cassettes available. Users of the Generic Skills Listening Course will have to make their own tapes from these scripts.

V. W. Mullen
Acting Director

January, 1976

I. THE GENERIC SKILLS CURRICULUM

From 1972 to 1975 studies and surveys under the direction of Arthur De W. Smith were conducted by the Training Research and Development Station to determine the generic skills of mathematics, communications, reasoning and interpersonal relations used in some 76 occupations across Canada.

Generic skills have been defined as "those behaviours which are fundamental to the performance of many tasks carried out in a wide range of occupations." They do not include knowledge and procedures unique to specific employers and obtainable as part of normal orientation to a new job.

Data from the surveys was analysed, and clusters of skills for different occupations were identified. A core cluster for the non-supervisory occupations was derived by examining the percentages of occupations which require each skill; if the skill was required by 75% or more of the occupations surveyed, it was deemed a core requirement.

A set of instructional objectives, based on the core skills, was then written. These objectives provided specifications for the development of 53 separate training packages in mathematics and communications.

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2. That the packages permit the following aspects of individualization:

   a. individualized pacing to allow students to achieve skill development at a speed consistent with their learning abilities;

   b. individualized content to allow students to make choices of skills consistent with their occupational goal;

   c. individualized process to allow continuous intake and exit of students and to ensure that skill development commences at the correct point for each student;

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Occupational profiles in the Generic Skills Handbook of Occupational Information indicate the skills required in mathematics and communications in each of the surveyed occupations. The arrangement of the Generic Skills learning program in separate booklets, each based on one stated skill, makes it possible for students to choose, or be assigned, work on particular skills which they lack or which are required for a specific occupation. Since the booklets are based on identified core skills, however, workers in most non-supervisory occupations will need all of them.

For occupational profiles, skill matrices and further information on the Generic Skills surveys and studies, the following publications of the Training Research and Development Station may be consulted:

1. Generic Skills Handbook of Occupational Information

2. Generic Skills Research and Development

These publications can be ordered from the Publications Satellite, Information Canada, Box 1565, Prince Albert, Saskatchewan. S6V 5T2.

II. THE GENERIC SKILLS COURSES

The Generic Skills learning program has four distinct courses: Reading, Writing, Listening and Mathematics.

A number of unit booklets in each course contain the objectives, placement and evaluation instruments, and references to commercial materials for teaching the content of the course. Each unit is complete in one booklet.

Groups of units are designated by Roman numbers, and units within each group are lettered. The first units in Reading, for example, are IA Study Skills and IB Reference Skills. References to the courses are abbreviated: R for Reading; W for Writing; L for Listening; and M for Mathematics. Thus the code reference L III B, for example, refers to Listening, Unit III B.

Unit booklets can be used either as expendable or non-expendable materials. For non-expendable use, students will need to write their answers on a separate sheet of paper.

The content of the Generic Skills courses is intended for use at the BTSD level, from about adult grade 5 to 10. Students who show a lack of certain pre-requisite skills may need some preparatory work. Beginning units of the LINC Program or Level 4 units of the BLADE Program may be useful for them.

Students may study the units in any order provided that they have the necessary pre-requisite skills.

Parts of a Unit

Every unit booklet, with the exception of the Orientation unit in the Listening course, is organized in a standard way in seven parts to facilitate the individualized process. (See the sample unit beginning on page 19.)

1. Skills Record

The Skills Record page starts with a generic skill stated as the general objective of the unit. Pre-requisite skills, if any, are specified. There is a list of specific learning objectives for the unit, with related spaces in which students can check how and when they have met each objective. At the bottom are spaces for the instructor's comments on the student's work in the unit and the date completed.

2. Skills Inventory

The Skills Inventory is a diagnostic and placement test, given to determine whether a student already has the skills specified in the learning objectives for the unit, and, if not, to define his areas of difficulty. Questions in the Skills Inventory correspond directly with the objectives listed in the Skills Record.

3. Learning Resources

This page lists all the commercial materials which are recommended for teaching the generic skills specified for the unit. Page references, when applicable, are noted and materials for particular objectives are indicated. The page identifies the type of material as textbook, workbook, and so on.

4. Prescription Sheet

This is a lined page for the instructor to use for writing a student's prescription or assignment. There are spaces for the objective number of the unit, source of study material, the activity, and follow-up instructions. If the unit books are used as non-expendable materials, the prescription can be written on another piece of paper.

5. Skills Check 1

The Skills Check is an evaluation test to be given after a student has completed all the work prescribed for him in the unit. Each question tests one or more of the learning objectives listed in the Skills Record for that unit.

At the top of the first page of each Skills Check is a triple box with a space for the student's score, the suggested criterion score and the instructor's decision of Y N TJ (Yes, No, Teacher's Judgement as to whether the student has met the unit's generic skill objective and should proceed to the next required unit.)

In Mathematics the suggested criterion scores on Skills Check 1 are 100%; in the other courses, they are set at about 90%. These scores can be adjusted to meet any institution's standards. The number of responses indicated in parentheses at the left of each question number is an aid to decision-making only and does not necessarily indicate the weight or difficulty of the question. Generally, each answer counts as one response except in cases where an original or subjective reply has to be evaluated by two or more criteria; in those cases a value of two or three is indicated.

6. Skills Check 2

This is a second evaluation test, of equal difficulty to Skills Check 1 and based on the same objectives. Skills Check 2 is used only if a student has not met the criterion score on Skills Check 1 and has had to be given further work on the objectives of the unit. The criterion scores for Skills Check 2 are about 90%. All the other comments about Skills Check 1 apply to Skills Check 2 as well.

7. Answer Key

The Answer Key contains the answers for the Skills Inventory, Skills Check 1 and Skills Check 2. In many cases, where other answers may be valid, sample answers are given. The letters TJ indicate that Teacher's Judgement needs to be used to assess the correctness of the answer.

The Individualized Process

The steps in the individualized process are the same as those followed in the LINC Program. (See the chart for "A Student's Individualized Process" on page 6.)

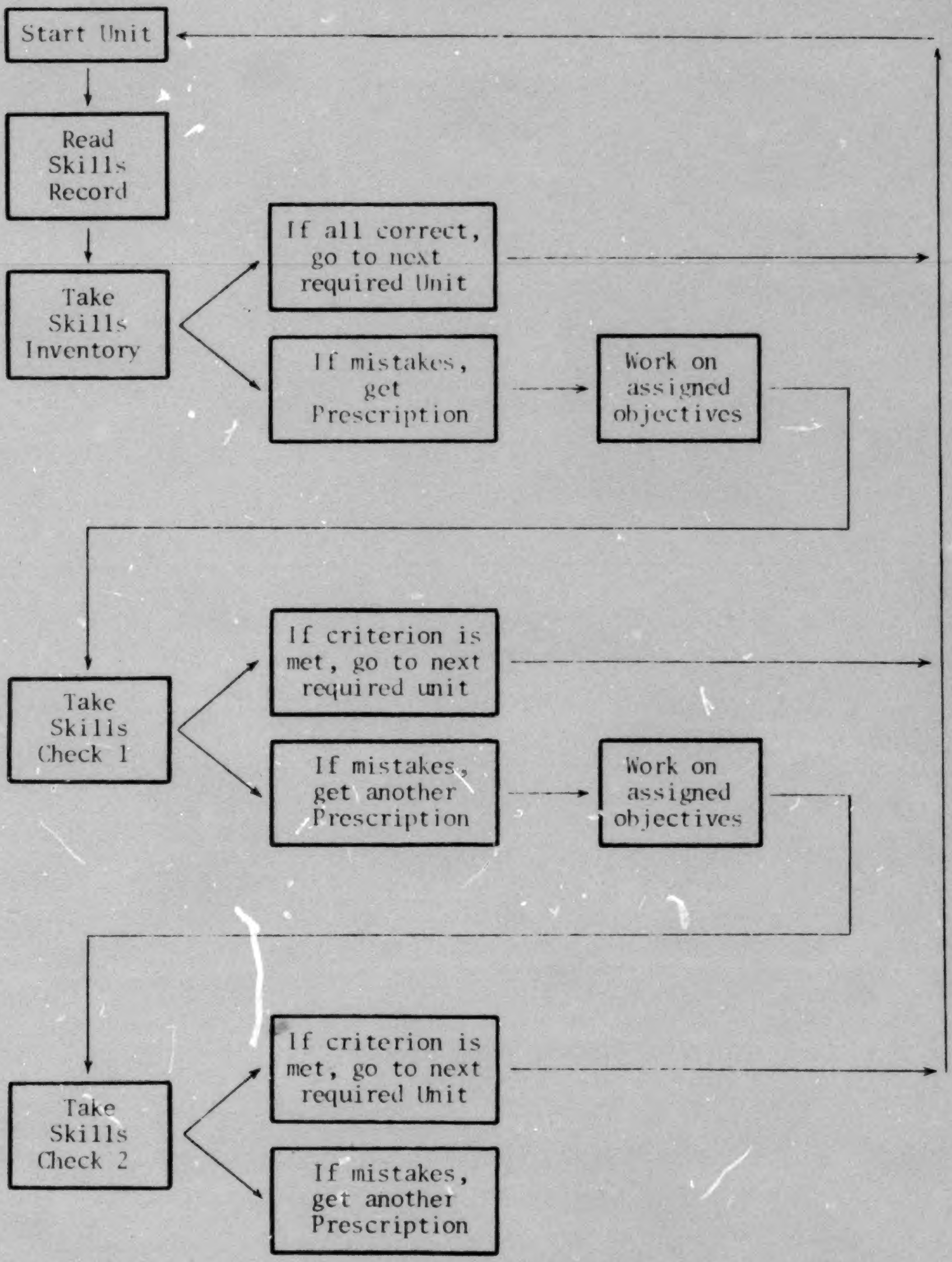
1. The student reads the learning objectives in the Skills Record.

2. He writes the Skills Inventory and the instructor marks it. If all the answers are correct, the student goes on immediately to the Skills Inventory for the next required unit. If there are any mistakes, the instructor discusses them with the student and relates them to the learning objectives in the Skills Record. The objective numbers are listed beside each test question for this purpose.

3. The instructor selects suitable materials from the list of Learning Resources, according to the kind and extent of mistakes the student has made on the Skills Inventory. Over a period of time, an instructor can learn which materials a student likes best or which medium of instruction is more effective for a particular student. The recommended list should be considered only as a minimum. Instructors should add their own favourite books or any suitable materials that are available or popular. In a few units, no commercial materials are recommended; in these cases, an instructor is expected to prepare or find his own.

4. The instructor writes an assignment for the student on the Prescription Sheet, or on another paper if the unit books are treated as non-expendables, using the references selected in the previous step.

A STUDENT'S INDIVIDUALIZED PROCESS


Start Unit
Read Skills Record
Take Skills Inventory
If all correct, go to next required Unit
If mistakes, get Prescription
Work on assigned objectives
Take Skills Check 1
If criterion is met, go to next required unit
If mistakes, get another Prescription
Work on assigned objectives
Take Skills Check 2
If criterion is met, go to next required Unit
If mistakes, get another Prescription

Materials and activities prescribed depend on the individual student's interests, preferences, and learning style. Instructors should acquaint themselves fully with the contents of the Learning Resources, and they should experiment with a variety of books and methods with each student until they find what works best. Length of prescription depends on the student. Some like to work by themselves for a long period of time; others like shorter assignments or need to have their work checked more frequently.

5. The student works on his prescription or series of prescriptions with the assigned materials until both he and the instructor feel satisfied that he can meet all the learning objectives for the unit. This work may take an hour or a week, depending on the student, his intelligence and interest, the length of time since he left school, his working experience and a number of other factors.

6. When he is ready, the student writes Skills Check 1. In most cases, he should be allowed to mark his own work, using the Answer Key at the end of the booklet. If there is an answer in the key with "TJ" beside it, the instructor may be asked to judge the correctness of the student's response. Students may need to learn that they are cheating only themselves if they misuse the Answer Key.

   If he meets the criterion score, a student's work is completed for the unit, and he should go on immediately to the next required unit.

   If he does not meet the criterion score, the process from Step 3 onwards should be repeated. The instructor should study the student's mistakes on the Skills Check and discuss them with him to try to find out the depth of his difficulty. Then the student is given another prescription or series of prescriptions, preferably using materials different from those prescribed in Step 4.

7. When he is ready the second time, the student writes Skills Check 2. If he meets the criterion score, he goes on to the next required unit. If not, he must be given some careful remedial work and probably some personal tutoring by the instructor or a fellow student. Peer instruction is of excellent value to both the teacher and the taught. In some cases, it may be necessary for an instructor to develop a Skills Check 3 of his own.

Instructors should be warned not to let students take Skills Checks too soon. In their anxiety to make rapid progress, students may want to try the tests before they are ready for them.

Reading

The Reading course contains sixteen unit booklets:

IA	STUDY SKILLS
IB	REFERENCE SKILLS
IIA	WORD ANALYSIS
IIB	WORD MEANING
IIIA	MAIN IDEA
IIIB	DETAILS
IIIC	SEQUENCE
IVA	RELATIONSHIPS
IVB	COMPARISONS
IVC	INFERENCES
VA	FACT AND OPINION
VB	WRITER'S INTENT
VIA	CHARTS AND TABLES
VIB	FORMS
VIC	NOTES, MEMOS, LETTERS
VID	MANUALS

The first unit of the Reading course, IA Study Skills, should be used at the beginning of a training period along with Unit IA Orientation of the Listening course. Both units are designed to prepare students to use the process and materials of the Generic Skills courses.

Instructors are reminded to collect local materials for their students from Unit VA onwards.

Excerpts and advertisements from local newspapers and available magazines will be useful for Units VA and VB. Charts, tables and all kinds of forms in local use are necessary supplements for units VIA and VIB. There are few commercial sources for exercises in reading and filling in forms, and what are available may not be suitable for needs in any particular province of Canada.

In Unit VIC, students can write notes, memos and letters with local application. For the final Unit VID on Manuals, the instructor should provide a good variety. Manuals like "First Aid Regulations" and "Your Canada Pension Plan" can be used by any student. Other manuals related to particular occupations and interests may appeal only to individuals. A good selection is necessary.

A good supply of local materials will help to make the work in these last units of good practical value.

See page 13 for the list of recommended commercial materials for the Reading course.

Writing

The Writing course contains six unit booklets:

IA	SENTENCES
IB	CAPITALIZATION AND PUNCTUATION
IC	SENTENCE STRUCTURE
ID	WORD USAGE
IIA	PARAGRAPHS
IIB	FORMS

See page 15 for the list of recommended commercial materials for the Writing course. It should be noted that all these books are included in the list for the Reading course, with the exception of Book 2 of Basic Skills in Grammar. Other books recommended for the Reading course, for example, Work-a-Text in English, may also prove useful in the Writing course.

Unit IIB requires that the instructor provide a good supply of common forms used locally by schools, banks, businesses and governments at the municipal, provincial and federal levels. Application forms for car registration, driver's licence, insurance and credit cards, registration forms for the local Canada Manpower Centre and local motels and hotels, banking forms, catalogue order forms for mail order houses, and so on, are generally easily obtained.

The instructor will have to give instruction on how to fill in these forms, since few commercial textbooks include such information and none are recommended for this unit.

Listening

The Listening course contains ten unit booklets:

IA	ORIENTATION
IB	MEANING FROM CONTEXT
IC	MAIN IDEA
ID	RECALLING DETAILS
IE	NOTE TAKING
IIA	IDENTIFYING RELATIONSHIPS
IIB	INFERENCES
IIC	SPEAKER'S INTENT
IIIA	FACT AND OPINION
IIIB	ASSESSING SPEAKER AND CONTENT

The unit booklets for the Listening course are different from booklets for the other courses. To begin with, the Orientation booklet for Unit I contains a section on how to use a cassette tape recorder and a section of text and cartoons intended to make students more aware of the need for listening skills, in addition to the usual Skills Record, Skills Inventory and Skills Checks.

All the Listening course booklets must be used with cassette audiotapes which contain directions and all the questions and exercises for the Skills Inventory and the Skills Checks. The scripts for the cassette audiotapes are contained in a separate volume entitled Generic Skills Listening Tapescripts.

> Users of the Listening course are expected to record their own cassette tapes from the Listening Tapescripts.

The scripts in the book, Generic Skills Listening Tapescripts, were prepared to accompany the units of the Listening course. Because of the closing of the Training Research and Development Station in Prince Albert, it has not been possible to make the actual taped cassettes available. Before recording their own cassette tapes, users may wish to adapt the tapescripts to suit their own needs; in that case, they are reminded to make corresponding changes in the printed unit booklets.

Fifteen 30-minute cassette tapes are required. Each tapescript in the book of Listening Tapescripts is identified by a tape number, the side designation, its function as Skills Inventory (SI), Skills Check 1 (SC1) or Skills Check 2 (SC2), and unit number and letter. The printed unit booklets use the same identifying code. For example, "Tape 9 Side A SC1 ID" refers to Skills Check 1 for Unit ID on Recalling Details.

Tape 1 Side A of the set of cassette tapes contains definitions and explanations of the names and sections of booklets used in the Generic Skills Program: unit, item, skills record, skills inventory, learning resources, prescription sheet, skills checks, and answer key. For this reason, it is recommended that Unit I of the Listening course be used to introduce students to the program.. Instructors can read the explanations in the Unit I script in the Listening Tapescripts book.

The cassette tapes numbered from 1 to 5 are used for the Skills Inventories for the ten units of the course. Tapes numbered from 6 to 15 contain the Skills Checks for the ten units.

Throughout the tapescripts for the Listening course, certain directions indicate when the tape is to be stopped in order for the student to write his answers. It would be helpful for students if a special buzz, click or bell sound could be recorded to indicate the end of each section. Such sections should also be separated by an adequate pause.

See page 16 for the list of recommended commercial materials for the Listening course.

Mathematics

The Mathematics course contains twenty-one unit booklets:

IA	WHOLE NUMBERS
IB	ADD, SUBTRACT WHOLE NUMBERS
IC	MULTIPLY, DIVIDE WHOLE NUMBERS
ID	PROBLEM SOLVING WHOLE NUMBERS
IIA	NAMING FRACTIONS
IIB	ADD, SUBTRACT FRACTIONS
IIC	MULTIPLY, DIVIDE FRACTIONS
IID	ORDER OF OPERATIONS

IIE	WORD PROBLEMS-FRACTIONS
IIIA	MONEY
IIIB	READ DECIMALS
IIIC	ADD, SUBTRACT DECIMALS
IIID	MULTIPLY, DIVIDE DECIMALS
IIIE	CONVERTING DECIMALS AND FRACTIONS
IIIF	WORD PROBLEMS-DECIMALS
IVA	FRACTIONS, DECIMALS, PERCENT
IVB	PERCENT OF A NUMBER
VA	UNITS OF MEASURE
VB	GRADUATED SCALES
VC	TIME
VIA	CALCULATOR

Unit VC on Time requires that the instructor provide some kind of recording on a cassette tape for the Skills Inventory and that he must assign some kind of activity for Skills Checks 1 and 2. The exercises require that the student measure a duration of time and then estimate a duration of time. Both are simple exercises and do not require elaborate preparations.

Unit VIA on the Calculator requires students to perform the operations of arithmetic. In most cases, the operator's manual which accompanies an electronic calculator is the best source of instruction. Exercises for practice with a calculator can be assigned from Skills Inventories and Skills Checks from Units I to V as well as from commercial text books.

See page 17 for the list of recommended commercial materials for the Mathematics course.

III. RECOMMENDED MATERIALS FOR GENERIC SKILLS COURSES

The following books and other teaching materials are recommended for the Reading, Writing, Listening and Mathematics courses. It should be noted that some of the books recommended in the Reading list are repeated in the Writing section.

Probably two or three copies of each of the commercial textbooks on the list would be adequate for a class of fifteen students. If the Reading, Writing, Listening and Mathematics unit booklets, or any of the workbooks, are to be used as expendable materials, one copy must be ordered for each student. Otherwise, three or four copies of each may be enough for a class. Students with different academic backgrounds and capabilities soon become spread out in individualized programs and only occasionally may need the same booklet or workbook at the same time.

In the Reading list, one copy of the dictionary and one Skill Development Series student kit are adequate for a class of fifteen. In the Listening list, probably two or three copies of Generic Skills Listening Tapescripts will be needed for those who will record the contents on cassette tapes.

This is a minimum list. Instructors are encouraged to add their favourite references or other suitable materials available to the list.

Reading

Title	Author	Publisher
1. Generic Skills Reading Set of 16 unit booklets	TRANDS	Training Research and Development Station Prince Albert, Sask. Order from: Publications Satellite Information Canada Box 1565 Prince Albert, Sask. S6V 5T2
2. Basic Skills in Grammar Book 1 Key to Book 1	Alger, R. K.	Cambridge Book Co. Inc. 45 Kraft Avenue Bronxville, New York 10708 In Canada: Gage Educational Publications Box 5000 164 Commander Blvd. Agincourt, Ontario

Reading continued

Title	Author	Publisher
3. Better and Faster Reading	Gray, L. L.	Cambridge Book Co. Inc. (as in No. 2) In Canada: Gage Educational Publications (as in No. 2)
4. Essentials in English First Book Second Book Key to First Book Key to Second Book	Smith, E. and McAnulty, L.	McCormick-Mathers Publishing Co. Inc. Cincinnati, Ohio 45202 In Canada: W. J. Gage Ltd. 1500 Birchmount Road Scarborough, Ont.
5. Improving Communication Volume 4 of a 5-volume set English in Action	Spence, M. K.	McGraw-Hill Company of Canada Ltd. 330 Progress Avenue Scarborough, Ont.
6. New Modern Reading Book 3 of Skilltext Series Teacher's Edition Student's Book	Holl, A.	Charles E. Merrill Publishing Co. Columbus, Ohio 43216 In Canada: Charles E. Merrill Publishing 115 Norfinch Drive Downsview, Ont. M3N 1W9
7. Skill Development Series Instructor's Book Student Kit (containing materials for 15 students)	Tippett, G., Thorpe, M., et al	Training Research and Development Station (as in No. 1) Order from: Publications Satellite (as in No. 1)
8. Vocational English Book One and Key Book Two and Key	Jochen A. E., and Shapiro, B.	Globe Book Company Inc. 175 Fifth Avenue New York, N. Y. 10010 In Canada: Book Society of Canada 4386 Sheppard Ave. East Agincourt, Ont.

Reading continued

Title	Author	Publisher
9. Work-a-Text in English Book 1 Book 2	Gray, L. L. and Hauser, T. L.	Cambridge Book Co. Inc. (as in No. 2) In Canada: Gage Educational Publications (as in No. 2)
10. Dictionary of Canadian English The Intermediate Dictionary	Avis, W. S., Gregg, R. J., Scargill, M. H.	Gage Educational Publishing Ltd. (as in No. 2)

Writing

1. Generic Skills Writing Set of 6 unit booklets	TRANDS	Training Research and Development Station Prince Albert, Sask. Order from: Publications Satellite Information Canada Box 1565 Prince Albert, Sask. S6V 5T2
2. Basic Skills in Grammar Book 1 Book 2 Key to Book 1 Key to Book 2	Alger, R. K.	Cambridge Book Co. Inc. 45 Kraft Avenue Bronxville, New York 10708 In Canada: Gage Educational Publications Box 5000 164 Commander Blvd. Agincourt, Ont.
3. Better and Faster Reading	Gray, Lee Learner	Cambridge Book Co. Inc. (as in No. 2) In Canada: Gage Educational Publications (as in No. 2)

Writing continued

Title	Author	Publisher
4. Essentials in English First Book Second Book Key to First Book Key to Second Book	Smith, E. and McAnulty, L.	McCormick-Mathers Publishing Co. Inc. Cincinnati, Ohio 45202 In Canada: W. J. Gage Ltd. 1500 Birchmount Road Scarborough, Ont.
5. Vocational English Book One and Key Book Two and Key	Jochen. A. E., and Shapiro, B.	Globe Book Company Ltd. 175 Fifth Avenue New York, N.Y. 10010 In Canada: Book Society of Canada 4386 Sheppard Ave. East Agincourt, Ont.
6. The instructor should also collect a supply of commonly used forms for Unit IIB of the Writing course, to be used for work or study assigned by prescription. These forms should include admission applications for entry to colleges or schools, applications for employment, credit, driver's licence, car registration, medical insurance, etc., registration forms for Canada Manpower and Unemployment Insurance Centres, income tax forms and all kinds of banking forms.		

Listening

Title	Author	Publisher
1. Generic Skills Listening Set of 10 unit booklets	TRANDS	Training Research and Development Station Prince Albert, Sask. Order from: Publications Satellite Information Canada Box 1565 Prince Albert, Sask. S6V 5T2
2. Generic Skills Listening Tapescripts	TRANDS	(same in No. 1)

Listening continued

Title	Author	Publisher
3. Learning 100 Listening Program Listen and Read EA Cassettes Listen and Read EA Lesson Book Listen and Write FA Cassettes Listen and Write FA Lesson Book	--	EDL/McGraw-Hill Canada 330 Progress Avenue Scarborough 707, Ont.
4. EDL Listen and Think Program Listen and Think E Cassettes Listen and Think E Lesson Book Listen and Think E Teacher's Handbook	--	EDL/McGraw-Hill Canada (as in No. 3)
5. Basic Skills System Listening and Note Taking Student's Programmed Book	--	EDL/McGraw-Hill Canada (as in No. 3)
6. Listening Progress Laboratory Advanced Listening: Cassettes Advanced Listening: Teacher's Guide (Grades 9 to Adult)	--	Educational Progress Company Ltd. 50 Galaxy Boulevard Rexdale, Ont. M9W 4Y5

Mathematics

1. Generic Skills Mathematics Set of 21 unit booklets	Tamlyn, N. and O'Shea, W.	Training Research and Development Station Prince Albert, Sask. Order from: Publications Satellite Information Canada Box 1565 Prince Albert, Sask. S6V 5T2

Mathematics continued

Title	Author	Publisher
2. Arithmetic for Self-Study	Mangan	Wadsworth Publishing Co. Inc. 10 Davis Drive Belmont, California 94002
3. Basic Mathematics	Bouman, Lindsay	Holt, Rinehart and Winston of Canada Ltd. 833 Oxford Street Toronto, Ont.
4. Basic Mathematics	Brown	The Goodheart Wilcox Company Inc. South Holland, Illinois In Canada: General Publishing Company Ltd. 30 Lesmill Road Don Mills, Ont.
5. Essential Arithmetic	Johnston, Willis	Wadsworth Publishing Co. Inc. (as in No. 2)
6. Learning to Compute Book 1 Book 2	Jones, Clark, and Potter	Harcourt, Brace and World Inc. San Francisco, California In Canada: Longman's of Canada 55 Barber Green Road Don Mills, Ont.
7. Mathematics in Practice (Revised edition)	Brown, Bridge, Morrison	The MacMillan Company of Canada Ltd. 70 Bond Street Toronto 2, Ont.
8. Refresher Mathematics	Stein, E. I.	Allyn and Bacon Inc. Belmont, California In Canada: The MacMillan Company of Canada Ltd. (as in No. 7)

IV. SAMPLE UNIT BOOKLET

GENERIC SKILLS

•

MATHEMATICS

IA WHOLE NUMBERS

Skills Record

DATE ____________

GENERIC SKILL Count, read, write and round off whole numbers.

PREREQUISITE SKILL UNITS ____________

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Count a set of up to 100 objects and write the number of objects counted. 2. Identify the value of the place occupied by a given digit in a given 1- to 7-digit whole number. 3. Identify the value of a given digit in a given 1- to 7-digit whole number. 4. Read a given 1- to 7-digit whole number and write its name in words. 5. Write a 1- to 7-digit whole number given the word name of the number. 6. Arrange a set of whole numbers in ascending or descending order. 7. Round off a number to the nearest ten, hundred thousand, ten thousand, hundred thousand, or million.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(1) 1. How many circles are there in the box below? 1

```
o o o o o o o o o o o o o o o o o o o o o o
o o o o o o o o o o o o o o o o o o o o o o
o o o o o o o o o o o o o o o o o o o o o o o
```

______

(4) 2. In the number 154,928, name the value of the place occupied by each digit. 2

a. 9 ______ c. 8 ______

b. 5 ______ d. 1 ______

(3) 3. In the number 309,684, 3

a. the 8 represents a value of ______.

b. the 3 represents a value of ______.

c. the 9 represents a value of ______.

(3) 4. Write the following numbers in words: 4

a. 774 ______

b. 60,043 ______

c. 5,209,000 ______

(3) 5. Write as a numeral: 5

a. five hundred and two thousand, eight hundred and seventy

______

b. four hundred and thirteen ______

c. nine million, four thousand and sixty-seven

______

(6) 6. Arrange these numbers in order from smallest to largest. 6

280, 9890, 8980, 890, 8890, 28.

______, ______, ______, ______, ______, ______

(3) 7. Round off 862,458 to the nearest: 7

a. hundred ______________________

b. thousand ______________________

c. hundred thousand ______________________

Learning Resources

MEDIA	TITLE	OBJECTIVE 1	2	3	4	5	6	7	8
T	Refresher Mathematics								
	pp. 18-23		✓		✓	✓		✓	
T	Basic Mathematics								
	(Bouman, Lindsay) pp. 1-21		✓	✓	✓	✓		✓	
W	Learning to Compute 2								
	pp. 70-73							✓	
W	Basic Mathematics (Brown)								
	pp. 3-4		✓	✓	✓	✓			
T	Essential Arithmetic								
	pp. 4-9		✓	✓	✓	✓		✓	
	pp. 44-47							✓	
T	Arithmetic for Self-Study								
	pp. 2-6		✓		✓	✓		✓	

MEDIA CODE ·

T	TEXTBOOK
PT	PROGRAMMED BOOK
K	KIT
F	FILM
FSS	FILMSTRIP SOUND
FS	FILMSTRIP
I	INSTRUCTOR
WS	WORKSHEET
W	WORKBOOK
TP	AUDIO TAPE
VTR	VIDEO TAPE
SDS	SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW UP

Skills Check 1

SCORE	CRITERION	DECISION
	22/22	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(1) 1. Count the number of dots in the line below. _____ — 1

....

(4) 2. Write the value of the place held by the 5 in the following numbers. — 2

a. 175,041 ____________________

b. 284,205 ____________________

c. 5,476,232 ____________________

d. 1,457,084 ____________________

(3) 3. In the numeral 1,374,049 — 3

a. the 7 represents a value of ____________.

b. the 9 represents a value of ____________.

c. the 0 represents a value of ____________.

(3) 4. Write the following numbers in words. — 4

a. 263 ____________________

b. 6,242 ____________________

c. 250,090 ____________________

(3) 5. Write the following in numerals. — 5

a. seventy-one ____________________

b. four hundred and fifty-five ____________

c. four hundred and three thousand, two hundred and sixty-three

____

(5) 6. Write these numbers in order from smallest to largest. 6

7600, 6700, 670, 760, 6760

_______, _______, _______, _______, _______,

(3) 7. Round off 1,042,635 to the nearest: 7

a. ten ______________________________

b. hundred ______________________________

c. hundred thousand ______________________

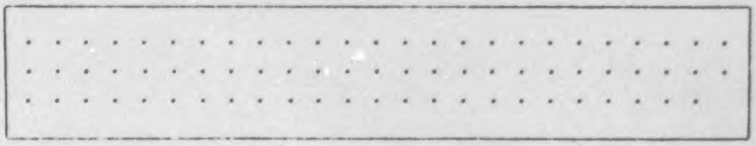
Skills Check 2

SCORE	CRITERION	DECISION
	20/22	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(1) 1. Count the dots in the box below. ______ 1



(4) 2. In the number 7,605,493 name the value of the place that each digit occupies: 2

a. 9 ______________ c. 5 ______________

b. 6 ______________ d. 7 ______________

(3) 3. In the numeral 250,100 3

a. the 1 represents a value of ________________.

b. the 5 represents a value of ________________.

c. the 2 represents a value of ________________.

(3) 4. Write these numbers in words. 4

a. 117 ________________________________

b. 2,809 ________________________________

c. 508,040 ________________________________

(3) 5. Write the following in numerals. 5

a. five hundred and thirty ____________________

b. one thousand, nine hundred and eighty-one

____

c. six hundred and eighty thousand, two hundred

____

(5) 6. Write these numbers in order from smallest to largest. 6

450, 4500, 540, 454, 545

_____, _____, _____, _____, _____

(3) 7. Round off 510,748 to the nearest: 7

a. ten ____________________

b. hundred ____________________

c. ten thousand ____________________

Answer Key

SKILLS INVENTORY

1. 67
   a. 100 (hundreds)
   b. 10,000 (ten thousands)
   c. units (ones)
   d. 100,000 (hundred thousand)
3. a. 80
   b. 300,000
   c. 9,000
4. a. seven hundred and seventy-four
   b. sixty thousand and forty-three
   c. five million two hundred and nine thousand
   TJ
5. a. 502,870
   b. 413
   c. 9,004,067
6. 28, 280, 890, 8890, 8980, 9890
7. a. 862,500
   b. 862,000
   c. 900,000

SKILLS CHECK 1

1. 50
2. a. 1,000 (thousands)
   b. units (ones)
   c. 1,000,000 (millions)
   d. 10,000 (ten thousands)
   TJ
3. a. 70,000
   b. 9
   c. 000 (zero hundreds)
4. a. two hundred and sixty-three
   b. six thousand, two hundred and forty-two
   c. two hundred and fifty thousand and ninety
   TJ
5. a. 71
   b. 455
   c. 403,263
6. 670, 760, 6700, 6760, 7600
7. a. 1,042,640
   b. 1,042,600
   c. 1,000,000

SKILLS CHECK 2

1. 74
2. a. tens (10)
   b. hundred thousands (100,000)
   c. thousands (1000)
   d. millions (1,000,000)
   TJ
3. a. 100
   b. 50,000
   c. 200,000
4. a. one hundred and seventeen
   b. two thousand eight hundred and nine
   c. five hundred and eight thousand and forty
   TJ
5. a. 530
   b. 1981
   c. 680,200
6. 450, 454, 540, 545, 4500
7. a. 510,750
   b. 510,700
   c. 510,000

GENERIC SKILLS

●

READING

I A - STUDY SKILLS

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ________

GENERIC SKILL Demonstrate appropriate study skills

PREREQUISITE SKILL UNITS L I A

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Operate required audio visual equipment, reading labs and other instructional materials which will be used.				
2. State the uses of standard tests and other diagnostic, placement and progress evaluation devices used in this program.				
3. Identify the roles of students and instructor in this program.				
4. List diagnosis, placement, prescribed study, and evaluation as steps in the individualized process.				
5. List several facts about the way adults learn.				
6. List several methods used to help one concentrate while studying.				
7. List several methods used to help one improve memory.				
8. List several points to follow in preparing to write examinations.				
9. List several points to follow when writing examinations.				

INSTRUCTOR'S COMMENTS ________

DATE COMPLETED ________ INSTRUCTOR'S INITIALS ________

Skills Inventory

OBJECTIVE NUMBER

(2) 1. Demonstrate to your instructor or another student that you can operate the tape recorders and other audio-visual equipment used in the classroom. 1

(4) 2. State the purpose of each of the following types of tests used in this program. 2

a. Standard Tests ______________________________

____

b. Skills Inventory ____________________________

____

(6) 3. Below is a list of some of the activities which will be carried out in this program. Write "S" for students, "I" for instructor, or "B" for both beside each to show who does these things. 3

a. Return books and other materials to their proper storage place when they are no longer in use. _____

b. Write prescriptions (descriptions of activities to be carried on). _____

c. Keep attendance records. _____

d. Mark Skills Inventories. _____

e. Mark Skills Checks. _____

f. Follow prescriptions to gain knowledge and skill required by course objectives. _____

(4) 4. List the four steps in the process of individualized instruction used in this program. 4

a. ____

b. ____

c. ____

d. ____

(4) 5. List four points about adults that make learning easy for them. 5

a. ____

b. ____

c. ____

d. ____

(3) 6. List three things you should do to help you concentrate while studying. 6

a. ____

b. ____

c. ____

(3) 7. List three things you can do to help you remember something that you have read, heard or seen. 7

a. ____

b. ____

c. ____

(3) 8. List three things you should do to prepare for an examination. 8

a. ____

b. ____

c. ____

(3) 9. List three points to follow when writing an examination. 9

a. ____

b. ____

c. ____

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Vocational English,								
	Book 1, Chapter 1	general							
T	Vocational English,								
	Book 2, Chapters 1-6	general							
W	Work-a-Text in English,								
	Book 2, pages 89-101	general							
	Orientation Booklet L-I-A	✓	✓	✓	✓	✓			
T	Better and Faster Reading,						✓	✓	
	Chapter 6								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	30/33	Y N TJ

DATE ______________

OBJECTIVE NUMBER

(2) 1. In your program you are taking and will take a number of tests of different kinds. Why are these tests used? 2

____

____

____

____

____

(6) 2. State the specific uses of each of the following tests: 2

a. Skills Inventories ______________________________

____

b. Skills Checks ______________________________

____

c. Standard Tests ______________________________

____

(5) 3. Listed below is a number of activities. Write "student" or "instructor" or "both" beside each to show who does these things. 3

a. Mark and discuss Skills Inventories with the students. _____

b. Keep the classroom materials in their proper place. _____

c. Write prescriptions. _____

d. Mark and discuss results of Skills Checks. _____

e. Use instructional materials in the classroom to gain knowledge and skill to meet course objectives. _____

(4) 4. List the four steps in the process of individualized instruction used in this program. 4

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

(4) 5. List four points about adults that make learning easy for them. 5

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

(3) 6. List three things you should do to help you concentrate while studying. 6

a. ______________________________

b. ______________________________

c. ______________________________

(3) 7. List three things you can do to help you remember something that you have read, heard or seen. 7

a. ______________________________

b. ______________________________

c. ______________________________

(3) 8. List three things you should do to prepare for an examination. 8

a. ______________________________

b. ______________________________

c. ______________________________

(3) 9. List three points to follow when writing an examination. 9

a. ______________________________

b. ______________________________

c. ______________________________

Skills Check 2

SCORE	CRITERION	DECISION
	29/32	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(2) 1. Do you feel you can correctly use the tape recorders and other audio-visual equipment? Evaluate yourself. Ask another student or your instructor to assist you to use any equipment you feel you do not understand. 1

(4) 2. State the purpose of each of the following types of tests used in this program. 2

a. Skills Inventories ____________________

____

b. Skills Checks ____________________

____

(6) 3. Below is a list of some of the activities which will be carried out in this program. Write "S" for students, "I" for instructor, or "B" for both beside each to show who does these things. 3

a. Return books and other materials to their proper storage place when they are no longer in use. ______

b. Write prescriptions. ______

c. Keep attendance records. ______

d. Mark Skills Inventories. ______

e. Mark Skills Checks. ______

f. Follow prescriptions to gain knowledge and skill required by course objectives. ______

(4) 4. List the four steps in the process of individualized instruction used in this program. 4

a. ____________________

b. ____________________

c. ____________________

d. ____________________

(4) 5. List four points about adults that make learning easy for them. 5

a. ______________________________

b. ______________________________

c. ______________________________

d. . ______________________________

(3) 6. List three things you should do to help you concentrate while studying. 6

a. ______________________________

b. ______________________________

c. ______________________________

(3) 7. List three things you can do to help you remember something that you have read, heard or seen. 7

a. ______________________________

b. ______________________________

c. ______________________________

(3) 8. List three things you should do to prepare for an examination. 8

a. ______________________________

b. ______________________________

c. ______________________________

(3) 9. List three points to follow when writing an examination. 9

a. ______________________________

b. ______________________________

c. ______________________________

Answer Key

Skills Inventory

1. Teacher judgement. Wording may vary.
2. a. These tests provide information about the general level of the learner in a special area such as reading. These tests compare the general level in relation to a large group of people.
   b. To find out what the student knows and doesn't know so that a proper starting point and suitable program can be planned.
3. a. B d. I
   b. I e. S
   c. I f. S
4. a. diagnosis
   b. placement
   c. prescribed instruction
   d. evaluation.
5. a. Adults have more experience in life.
   b. Adults can concentrate for long periods.
   c. Adults are interested in learning.
   d. Adults are mature and responsible.
   (Others T.J.)
6. a. Have a special time set aside to study.
   b. Make notes on reading.
   c. Study in a quiet place.
   (Others T.J.)
7. a. Look for the main ideas or concepts.
   b. Make sure you understand them.
   c. Overlearn rather than underlearn.
   (Others T.J.)
8. a. Don't cram.
   b. Keep up with day to day learning.
   c. Review regularly.
   (Others T.J.)
9. a. Read over the whole test before beginning.
   b. Read instructions carefully.
   c. Do the questions you know first.
   (Others T.J.)

Skills Check 1

1. Tests are used to find out what you know before, during and after instruction. The course objectives show you what you need to do and the tests tell you whether you can do it or not. (T.J.)
2. a. Diagnose knowledge and skill before study to find out what must be learned.
   b. To check progress after a short period of study.
   c. To check your progress or level against the level of a large group of people. (T.J.)
3. a. instructor
   b. both
   c. instructor
   d. student
   e. student
4. a. diagnosis
   b. placement
   c. prescribed instruction
   d. evaluation
5. a. Adults have more experience in life.
   b. Adults can concentrate for long periods.
   c. Adults are interested in learning.
   d. Adults can often understand complicated ideas. (Others T.J.)
6. a. Have a special time set aside to study.

- b. Make notes on reading.
- c. Study in a quiet place. (Others T.J.)

7. a. Look for the main ideas or concepts.
   - b. Make sure you understand them.
   - c. Overlearn rather than underlearn. (Others T.J.)
8. a. Ask your instructor to help you with anything you haven't understood.
   - b. Keep up with day to day learning.
   - c. Review regularly. (Others T.J.)
9. a. Read over the whole test before beginning.
   - b. Read instructions carefully.
   - c. Do the questions you know first. (Others T.J.)

Skills Check 2

1. Self-Evaluation
2. a. To find out what the student knows and doesn't know in a booklet so a proper starting point and suitable program can be planned.
   - b. To find out how well a student has learned the work in the booklet.
3. a. B d. I
   b. I e. S
   c. I f. S
4. a. diagnosis c. prescribed instruction
   b. placement d. evaluation
5. a. Adults have more experience in life.
   - b. Adults can concentrate for long periods.
   - c. Adults are interested in learning.
   - d. Adults can often understand complicated ideas. (Others T.J.)
6. a. Have a special time set aside to study.
   - b. Make notes on reading.
   - c. Study in a quiet place. (Others T.J.)
7. a. Look for the main ideas or concepts.
   - b. Make sure you understand them.
   - c. Overlearn rather than underlearn. (Others T.J.)
8. a. Ask your instructor to help you with anything you haven't understood.
   - b. Keep up with day to day learning.
   - c. Review regularly. (Others T.J.)
9. a. Read over the whole test before beginning.
   - b. Read instructions carefully.
   - c. Don't waste too much time on one question. (Others T.J.)

GENERIC SKILLS

●

READING

II A - WORD ANALYSIS

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ______

GENERIC SKILL Read and write single and plural forms, contractions, abbreviations and words in context.

PREREQUISITE SKILL UNITS ______

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Write the plurals of some common occupational terms. 2. Spell given words correctly by adding the correct prefix or suffix as it is used in a sentence. 3. Rewrite given words as contractions, using the apostrophe correctly. 4. Write the long form of abbreviations commonly used in catalogues, advertising, maps, application forms, purchase orders and others. 5. Write given words in abbreviated form using correct capitalization and period.				

INSTRUCTOR'S COMMENTS ______

DATE COMPLETED ______ INSTRUCTOR'S INITIALS ______

Skills Inventory

OBJECTIVE NUMBER

(22) 1. Write the plural form of each of these words. 1

a. knife __________

b. family __________

c. box __________

d. radio __________

e. church __________

f. journey __________

g. tax __________

h. wharf __________

i. foot __________

j. agency __________

k. class __________

l. lady __________

m. trademark __________

n. brief __________

o. dispatch __________

p. quiz __________

q. document __________

r. cargo __________

s. employee __________

t. loss __________

u. pliers __________

v. battery __________

(16) 2. Add a correct prefix and/or suffix to each underlined word at the beginning of the sentence. Make any necessary spelling changes and write the word in the blank. 2

capture a. The RCMP ______________ the two escaped prisoners.

agree b. It's too bad that Tom always seems to ______________ with his employers.

able c. My father was ______________ in an industrial accident.

help d. Jack should be more ______________ around the house while his wife is sick.

danger e. A drunken driver is a ______________ driver.

use f. A sharp knife is ______________ on a hunting trip.

pat g. Little Alice ______________ the dog on the head.

map h. We ______________ out our way carefully on a piece of paper.

move i. The movers found that the wall shelves were not ______________.

polite j. A receptionist should never be ______________ to a caller.

funny k. John is the ______________ guy I have ever met.

happy l. No two people are ______________ together than Jim and Helen.

fear m. My small son is ______________ and will try anything.

heavy n. The sack of flour rested ______________ on his shoulders.

arrange o. Every time I clean up the coffee room, someone comes and ______________ the furniture.

rely p. Tina is so ___________that someone else had to take over her work.

(6) 3. Write the contraction for each of these pairs of words. 3

a. you will ______________

b. he has ______________

c. will not ______________

d. they have __________

e. do not __________

f. I would __________

(6) 4. Read the paragraph. Underline each contraction and write the two words that make up each contraction on the lines below. 3

I've talked to the men at work. They're keen to join a curling club. Joe already said he'd make the rules and Lil said she'd be the one to tell all the women. So we've just about got everything done. Two men from another plant said they've got a curling group going, too. We will be able to have some good times.

a. ______________

b. ______________

c. ______________

d. ______________

e. ______________

f. ______________

(21) 5. Write the long form for each of the abbreviations found in each sentence. 4

a. From a cookbook: Heat 1 c. butter, 2 oz. chocolate squares, 1 tbsp. vanilla, 1 pt. cream.

b. From a catalogue: 1 pr. children's sandals in wht., red or blk.; med. wdth. only; sizes, 7, 8, 9, 10, 11, 12; reg. 2.98
now only 1.98

c. From a form: Soc. Ins. No. ____________
Sex: M _____ F _____
Marital Status: Sing. _____ Wid. _____
Div. _____ Sep. _____
Tel. No. __________

(15) 6. Write the abbreviations of each of these words. 5

a. pounds ____________

b. Saturday ____________

c. October ____________

d. ounces ____________

e. Canada Standard Sizes ____________

f. miles per hour ____________

g. included ____________

h. North ____________

i. Canada ____________

j. board feet ____________

k. Catalogue Number ____________

l. Newfoundland ____________

m. pieces ____________

n. teaspoon ____________

o. telephone number ____________

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
SDS	Skill Development Series,	✓	✓	✓	✓	✓			
	Booklets IA, IB, IC								
T	Basic Skills in Grammar,			✓	✓	✓			
	1, pages 77, 104-107								
W	Essentials in English,		✓						
	First Book, page 119								
T	Vocational English,	✓	✓						
	Book Two, Chapters 4 and								
	5								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	72/79	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(20) 1. Write the plural form of each of these words. 1

a. gas __________

b. scissors __________

c. foot __________

d. radio __________

e. glass __________

f. roof __________

g. key __________

h. lumberman __________

i. chief __________

j. process __________

k. watch __________

l. bus __________

m. size __________

n. brush __________

o. cupful __________

p. quantity __________

q. jockey __________

r. self __________

s. pliers __________

t. spy __________

u. factory __________

v. shelf __________

(16) 2. Add a correct prefix and/or suffix to the underlined word at the beginning of each sentence and write it in the blank. 2

wise a. It is ______________ to drive after you have been drinking.

depend b. I have been on my own and ______________ since I was sixteen.

satisfy c. He was ______________ with the poor quality food.

use d. A dull knife is ______________ on a hunting trip.

big e. Tom is the ______________ man in the room.

happy f. David is ______________ than Robert today.

sincere g. I think Martha is ______________ because she doesn't mean what she says.

believe h. Do you think his fish story is ______________?

arrange i. Jane likes to ______________ her furniture every few weeks.

fear j. Little Tom is a very ______________ child.

rely k. The boss thinks Glen is ______________ because he never comes to work on time.

funny l. He thought it was the ______________ movie he had ever seen.

practical m. It is ______________ to try to build the garage in the rain.

modern n. The foreman wants to bring in new machinery and ______________ the plant.

settle o. Both sides had taken tough stands and ___________ of the strike seemed far off.

worked p. After putting in six hours of overtime the men began to feel ______________.

(8) 3. Write the contractions of these words. 3

a. is not ______________

b. I am ______________

c. we will ______________

d. she has ______________

e. he is ______________

f. you have ___________

g. it is ______________

h. did not ___________

(12) 4. Circle all pairs of words that can be shortened into contractions. Write the contraction for each on the lines at the bottom of the page. 3

We will be glad when our mother-in-law moves out. Maybe I would be more honest to say I will be glad. It is too hard on my nerves to have her around. I am sick of her nagging. I have not had a night out with the boys in three weeks. I do not know how to get rid of her. I would like to know who is to blame anyway. I sure did not invite her. All I know that if she does not leave, they will have to carry me away in a strait-jacket.

____

____

____

____

(15) 5. Write the long form of each of the abbreviations in these sentences. 4

a. My uncle, Mr. John Johnson, lives on Hastings St. in Van., B.C.

____

____

b. Last week on Thur., Oct. 21st., I took a C.N.R. train out to see him.

____

____

c. I arrived at four p.m. and took a taxi to the Can. Bldg. where he lives.

____

____

d. I had to buy the groceries while I was there. The list read: 1 doz. oranges; 2 lbs. butter; 2 - 8 oz. cans of tomato sauce; 1 pt. whipping cream; 2 qts. milk.

____

____

(8) 6. Write the abbreviation of each of these words. 5

a. British Columbia ____________________

b. January ____________________

c. pound ____________________

d. ounce ____________________

e. Rural Route ____________________

f. Canadian National Railways ____________________

g. Thursday ____________________

h. delivered ____________________

Skills Check 2

SCORE	CRITERION	DECISION
	64/69	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(18) 1. Write the plural form for each of these words. 1

a. boss ________
b. dependent ________
c. business ________
d. delivery ________
e. license ________
f. mouse ________
g. reference ________
h. address ________
i. copy ________
j. cargo ________
k. workman ________
l. city ________
m. invoice ________
n. memo ________
o. box ________
p. journey ________
q. inch ________
r. half ________

(16) 2. Add a correct prefix and/or suffix to the underlined word at the beginning of each sentence. Rewrite the word in the blank. 2

impress a. The inspector was ____________ by the mess around the construction site.

busy b. Summer is the ____________ season for our trailer sales.

satisfactory c. The lady was returning the shoes because the sizes were wrong and they were ____________.

help d. The trapper felt ____________ when his snowmobile ran out of gas in the woods.

hand e. A mother thinks five children can be a ____________.

please f. My husband was ____________ when he came home from ice fishing with no fish.

noise g. A cougar can be ____________ when he is moving up on his prey.

danger h. An angry wolverine is one of the most __________ animals.

use i. A sharp knife is ______________ on a hunting trip.

match j. Ed's blue sock and brown sock are ______________.

behave k. Little Sandra ______________ when she hit her brother.

comfort l. The rain and wind added to the hunter's __________ ______________.

heavy m. Wayne is the ______________ man in this room.

settle n. The weather is rainy and ______________.

depend o. Bring up your children to go out on their own and be ______________.

sincere p. I ______________ believe that Martha means every word she says.

(6) 3. Write the two words that make up each of these contractions. 3

a. I'm __________

b. you'd __________

c. she's __________

d. they've __________

e. won't __________

f. isn't __________

(6) 4. Write the contractions of each of these pairs of words. 3

a. he is __________

b. I would __________

c. you are __________

d. it is __________

e. they are __________

f. we will __________

(10) 5. Write the long form of each of these abbreviations. 4

a. Dec. ______________

b. p.m. ______________

c. B.C. ______________

d. R.R. ______________

e. I.O.U. ______________

f. C.O.D. __________

g. in. __________

h. lb. __________

i. oz. __________

j. Can. __________

(13) 6. Write the abbreviations for each of the following. 5

a. Saskatchewan ____________________

b. Nova Scotia ____________________

c. Wednesday ____________________

d. street ____________________

e. Avenue ____________________

f. building ____________________

g. department ____________________

h. dozen ____________________

i. miles per hour ____________________

j. year ____________________

k. November ____________________

l. fluid ounces ____________________

m. highway ____________________

Answer Key

Skills Inventory

1. a. knives
   b. families
   c. boxes
   d. radios
   e. churches
   f. journeys
   g. taxes
   h. wharves
   i. feet
   j. agencies
   k. classes
   l. ladies
   m. trademarks
   n. briefs
   o. dispatches
   p. quizzes
   q. documents
   r. cargoes
   s. employees
   t. losses
   u. pliers
   v. batteries
2. a. captured
   b. disagree
   c. disabled
   d. helpful
   e. dangerous
   f. useful
   g. patted
   h. mapped
   i. moveable
   j. impolite
   k. funniest
   l. happier
   m. fearless
   n. heavily
   o. rearranges
   p. unreliable
3. a. you'll
   b. he's
   c. won't
   d. they've
   e. don't
   f. I'd
4. a. I have
   b. They are
   c. he would
   d. she would
   e. we have
   f. they have
5. a. cup, ounces, tablespoon, pint
   b. pair, white, black, medium, width, regular
   c. Social Insurance Number, male, female, single, widowed, divorced, separated, telephone number
6. a. lbs.
   b. Sat.
   c. Oct.
   d. oz.
   e. C.S.S.
   f. m.p.h.
   g. incl.
   h. N.
   i. Can.
   j. bd. ft.
   k. Cat. No.
   l. Nfld.
   m. pcs.
   n. tsp.
   o. Tel. No.

Skills Check 1

1. a. gases
   b. scissors
   c. feet
   d. radios
   e. glasses
   f. roofs
   g. keys
   h. lumbermen
   i. chiefs
   j. processes
   k. watches
   l. busses, buses
   m. sizes
   n. bushes
   o. cupfuls
   p. quantities
   q. jockeys
   r. selves
   s. pliers
   t. spies
   u. factories
   v. shelves
2. a. unwise
   b. independent
   c. dissatisfied
   d. useless
   e. biggest
   f. happier, unhappier
   g. insincere
   h. believable
   i. rearrange
   j. fearful, fearless
   k. unreliable
   l. funniest
   m. impractical
   n. modernize
   o. settlement
   p. overworked
3. a. isn't
   b. I'm
   c. we'll
   d. she's
   e. he's
   f. you've
   g. it's
   h. didn't
4. a. we'll
   b. I'd
   c. I'll
   d. It's
   e. I'm
   f. haven't
   g. don't
   h. I'd
   i. who's
   j. didn't
   k. doesn't
   l. they'll
5. a. Mister, Street, Vancouver, British Columbia
   b. Thursday, October, Canadian National Railway
   c. afternoon, Canadian Building
   d. dozen, pounds, ounce, pint, quarts
6. a. B.C.
   b. Jan.
   c. lb.
   d. oz.
   e. R.R.
   f. C.N.R.
   g. Thurs. (or Thur.)
   h. del.

Skills Check 2

1. a. bosses
   b dependents
   c. businesses
   d. deliveries
   e. licenses
   f. mice
   g. references
   h. addresses
   i. copies
   j. cargoes
   k. workmen
   l. cities
   m. invoices
   n. memos
   o. boxes
   p. journeys
   q. inches
   r. halves

2. a. unimpressed
b. busiest
c. unsatisfactory
d. helpless
e. handful
f. displeased
g. noiseless
h. dangerous
i. useful
j. mismatched
k. misbehaved
l. discomfort
m. heaviest
n. unsettled
o. independent
p. sincerely

3. a. I am d. they have
b. you would e. will not
c. she is or f. is not
she has

4. a. he's d. it's
b. I'd e. they're
c. you're f. we'll

5. a. December
b. afternoon
c. British Columbia (or Before Christ)
d. Rural Route (or railroad)
e. I owe you
f. Cash on Delivery
g. inch
h. pound
i. ounce
j. Canada (or Canadian)

6. a. Sask.
b. N.S.
c. Wed.
d. St.
e. Ave.
f. bldg.
g. dept.
h. doz.
i. m.p.h.
j. yr.
k. Nov.
l. fl. oz.
m. hwy.

GENERIC SKILLS

●

READING

III A - MAIN IDEA

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ______

GENERIC SKILL State the main idea of a selection

PREREQUISITE SKILL UNITS L I E

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Select appropriate title for paragraphs, given a list of titles.				
2. Match a list of main ideas to given paragraphs.				
3. Identify the sentence in a paragraph which expresses the main idea.				
4. Write the main idea of a given paragraph.				

INSTRUCTOR'S COMMENTS ______

DATE COMPLETED ______ INSTRUCTOR'S INITIALS ______

Skills Inventory

OBJECTIVE NUMBER

(3) 1. Read these paragraphs and then check (✓) the best title from the choices below each paragraph. 1

a. A good friend of mine has two active young sons. They are always up to something. Trying to keep up with them is a full time job. Whenever I see my friend she always has a funny story or two to tell about what her little boys have been up to.

Now that spring is here, she tells me, mud and water are her main enemies. She says her boys are proud of how much mud they can play in during the day, and she related a brief conversation she overheard that proves it.

"My hands are dirtier than yours," the oldest brother was saying.

"No wonder," said the youngest, "you're a year older."

TITLES: (Check one)

_____ 1. Mud and More Mud

_____ 2. A Year Makes a Difference

_____ 3. Kids and Dirt

b. Don't underestimate the importance of a letter of application. What you are really trying to do is to get the employer interested enough to ask you in for an interview. The letter should be brief. Try to limit it to one page which should be neatly hand written or typed. Check it carefully for spelling and grammatical errors.

An application letter can be adequately contained in three or four paragraphs. The first paragraph should invariably state your purpose in writing and the title of the position for which you are applying. If you are answering an ad, mention where you saw the ad. The second paragraph focuses on why you are applying for that particular job. Briefly mention any training, experience or talents that may be particularly relevant to the position. A third section may be used to indicate general background.

TITLES: (Check one)

_____ 1. Letters of Application

_____ 2. How To Get What You Want

_____ 3. Mistakes Not To Make

c. Many of us drive a car at one time or another, but not many of us know proper tire care. Here are some good hints to remember. Always use the correct air pressure in your tire. Look at your tires often. The danger warnings are clear. If there is uneven wear on the tire, it may mean the wheels are out of balance or your air pressure is not right. Too much air will wear out the middle of the tire. Too little air wears out the outer edges. Look also for cuts and breaks in the tread. Always check the valves, and screw on the valve caps tightly.

TITLES: (Check one)

_____ 1. Proper Tire Care

_____ 2. Air Pressure

_____ 3. Danger Signals

(2) 2. Read each paragraph and check (✓) the sentence below it that contains the main idea. 2

a. Cooking Vegetables

Most people do not cook vegetables properly. One of the worst things to do when preparing vegetables is to cook them too long. This destroys some of the vitamins as well as the flavor. Boiling vegetables in too much water will do the same thing. Even something as simple as taking off too much peel means that some of the vitamins and minerals that are mostly close to the skin are lost. Vegetables should be cooked as soon as they are prepared and not left in water for several hours. They should be served right after they are cooked, and not left to sit in a pot or oven.

The main idea of this paragraph is:

_____ 1. Vegetables are hard to cook.

_____ 2. Many people do not cook vegetables properly.

_____ 3. Don't cook vegetables too long.

b. Self Employment

The appeal of being your own boss can be strong if you like the idea of working for yourself, and if you are willing to take the blame for success or failure. If you have ever considered starting your own business, the possibilities are almost endless. Many people, for example, have started a hobby such as coin or stamp collecting, and have eventually seen it as a business or career opportunity. A friend of mine started a stamp collection as a hobby when he was just a boy. He has now built up a large business over the years from a small hobby with little cash outlay or investment.

The main idea of this paragraph is:

_____ 1. Stamp collecting can be a profitable hobby.

_____ 2. There are many possibilities for starting your own business.

_____ 3. Some people like being their own boss.

(2) 3. Underline the sentence in each of these paragraphs which best tells the main idea of the paragraph. 3

a. The Camel

Not very many animals can live in the hot, dry desert. The camel has big, tough feet that do not sink in the sand. He does not mind the sun because he has heavy eyebrows and thick eyelashes. He can drink enough water at one time to last him a week. He can even store food in the form of fat in his hump for several days. The camel is perfectly suited to work and live in the desert.

b. Coal Mining Today

Although there are some hazards associated with the coal mining industry - falls, explosions, coal dust, cave-ins - the industry over the years has made much progress in accident prevention. This has made coal mining today a much more attractive occupation than it used to be. Progressive coal companies realize that a good safety program is part of their production plans. Company towns are a thing of the past. Improved roads, better wages and good transportation have meant the coal miners' families are no longer isolated in mining communities. There are laws to set safety standards which protect the health and safety of coal miners.

(5) 4. Write the main idea of each of these paragraphs on the line above the paragraph. 4

a. ______________________________________

Many Canadians consider hunting to be one of the most thrilling sports. Wild meat and game provide a welcome variety of meat during the long winter. In spite of the pleasures and thrills of hunting, serious and often fatal accidents occur. The number of these unfortunate accidents could be reduced if hunters would follow a few sensible safety rules.

b. ______________________________________

First, the color of the hunter's clothes is very important. It is unsafe to wear drab or dull-colored clothes, for they blend too easily into the colors in the woods. Do not carry a white handkerchief, for the flash of a handkerchief can be easily taken for the white tail of a deer.. Brilliantly colored clothes are much safer than those of dark color.

c. ______________________________________

Second, the kind of footwear is also important. Slippery soles are very treacherous. Boots with rubber soles that are corrugated are by far the best for hunting. If you are planning to buy some new ones, be sure that you select this kind. They are inexpensive and last for many years.

d. ______________________________________

The next item of importance is the proper handling of the gun. The following rules should always be observed. Never carry a loaded gun in the car. A bump in the road or a sudden jump by your hunting dog might cause the gun to discharge. Never load the gun until you are at your destination and always place it on safety before you start into the woods - a small twig or branch may hook through the trigger and cause disaster. Never hold your gun while climbing over the fence. If other hunters are with you, one of them should go through or over the fence leaving his gun behind. All of the guns can then be passed over to him.

e. ____

Finally, the place of hunting is important. Marshy ground is dangerous. If you should fall, the barrel of the gun may become clogged with mud. This condition may cause the barrel to burst when the gun is fired. Frozen snow is as dangerous as the marshy ground, for a hunter can easily slip and fall and cause the gun to go off accidentally.

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
SDS	Skill Development Series,	✓	✓	✓	✓				
	Booklet IIIA								
W	Essentials in English,			✓					
	First Book, pages 77-79								
T	Better and Faster Reading,								
	pages 102-105	✓	✓	✓					
	114-116	✓	✓						
	124-129	✓		✓					
	196-199	✓	✓	✓					

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	8/9	Y N TJ

DATE ______________

OBJECTIVE NUMBER

2

(2) 1. From the choices below each paragraph, check (✓) the title which best explains what the paragraph is about.

a. Doctors tell us that people today do not get enough exercise. Machines do too much of our work for us. Exercise is important for good health during our whole lifetime. Children need exercise so their bodies will develop properly. For adults, exercise helps to keep the body firm and the muscles from getting weak. Exercise also helps to improve blood circulation, breathing, and digestion. By helping keep our bodies healthy, exercise also helps to keep our minds healthy too.

_____ 1. Doctors' Advice

_____ 2. The Importance of Exercise

_____ 3. Get Moving!

b. There was a cartoon recently in a magazine about a father who had asked his small son what he wanted to be. The dad thought he might hear fireman, policeman, or something similar. Instead the boy had replied: "Don't worry, Dad, what I'm going to be hasn't even been thought of yet." The boy was being realistic. Change seems to be one of the things we can count on. The nature and duty of many jobs are changing and many new occupations are emerging. Already we hear of new fields with names that are hard to spell, let alone understand: bioradiology, chemotherapy, selenology.

_____ 1. New and Hard to Understand

_____ 2. Fireman, Policeman, Indian Chief

_____ 3. Jobs and Change

(5) 2. Read this series of paragraphs and underline the best ending for each sentence after it. 3

a. What Is Money?

We think of money as shiny coins or crisp new bills, but money in different times and different places has taken strange forms and shapes. Can you imagine how difficult it would be to carry seashells, bricks or whales' teeth in your pocket? These articles, as well as things like elephants and skeletons, have served as money over the span of human history.

b. At one time in the South Pacific islands, only a strong man could handle the money. This is because stone wheels served as money. It took muscle to move a huge stone.

c. In ancient Greece oxen were money. One ox was the basic money unit. Even when gold and silver coins were used, they were still thought of as fractions of an ox.

d. In ancient Rome a variety of things were used as money. The emperors issued gold and silver coins and pieces of copper and bronze which were not made into coins but had to be weighed each time they were used to buy something. One of the emperors even used salt to pay his soldiers.

e. Anything can be used as money. The important thing is how it is used and what it represents. What material money is made of is not important at all. People may use as money anything they wish, provided that the whole society agrees it has the same meaning and can be used as exchange for goods and services.

1. The main idea of paragraph 'a' is that for a long time money has

   i. been used by different societies.
   ii. taken many forms and shapes.
   iii. been exchanged for goods and services.

2. The main idea of paragraph 'b' is that in some South Pacific islands

   i. men needed muscles to make money.
   ii. all the money was made by wheels.
   iii. stone wheels were used as money.

3. The main idea of paragraph 'c' deals with the use of oxen as money by the ancient

   i. Greeks.
   ii. Romans.
   iii. South Pacific islanders.

4. The main idea of paragraph 'd' is in the

   i. first sentence.
   ii. second sentence.
   iii. the last sentence.

5. In paragraph 'e' the main idea is stated twice. Write it down in your own words.

   ____

   ____

(2) 3. Write the main idea of the paragraph in your own words in the spaces below each paragraph. 4

a. Seeing that red and white stripped pole is a familiar sight on any main street. Many of us do not realize what a history barbering has, and how the duties of a barber have changed over the years. Razors have even been found among the relics of prehistoric man. In ancient Greece and Rome the barber shop used to be a social center where men would meet to discuss politics and state affairs. In the Middle Ages the barber was also a surgeon and performed everything from bloodletting to tooth extraction. The red and white pole representing blood and bandages originated during this time. Even the barber who settled in the wild west often used to be the town undertaker also. It might have been the only place in town to get a bath and find out through the gossip which gun slinger was in town.

____

____

____

b. Our world is full of beautiful colors. We enjoy the variety, but often we forget that to many animals color is necessary. It is a master weapon in the fight to stay alive. An animal that matches its background is safe from enemies. The polar bear and the snowy owl are as white as the arctic snow around them. Even the spotted fawn blends perfectly with the forest floor. Color in nature is useful as well as beautiful.

____

____

____

Skills Check 2

SCORE	CRITERION	DECISION
	9/10	Y N TJ

DATE ____________

OBJECTIVE NUMBER

(2) 1. Read these paragraphs and from the choices below each check (✓) the title which best explains what the paragraph is about. 1

a. "Protein" is a word you hear often, but do you know what protein is and what it does? Protein is a substance found in milk, lean meat, cheese, eggs, fish, lentils and peanut butter. When protein is digested it provides the energy for growth and the constant repair of cells and tissues. Everyone at every age needs protein, but growing children especially need a large quantity every day. The human body cannot live without protein. If a person does not get enough protein in his diet, he can become very ill.

____ 1. How to be Healthy

____ 2. The Builder

____ 3. What is Protein?

b. Many women complain that good sources of protein like lean meat and fish are very expensive. Lean meat is expensive, but many good sources of protein, such as dried peas and beans, eggs and peanut butter, are very inexpensive. For example: two tablespoons of peanut butter spread to make two sandwiches and served with a glass of milk have as much protein as half a pound of ground beef or steak. The peanut butter lunch may cost about 20¢ where the ground beef or steak lunch may run from about 80¢ to $1.00. So for a good inexpensive lunch for growing children, give them the peanut butter sandwiches that they love!

____ 1. Some Inexpensive Sources of Protein

____ 2. Peanut Butter Versus Steak

____ 3. Give Children What They Like

(6) 2. Read the three paragraphs and follow the directions after each. 2, 3

a. Parents know that each of their children has his own share of fear and anxiety. But they may not understand why he is so fearful. Parents often go so far as to say to a child who is afraid of some small thing: "Stop that nonsense. You are being silly." This is unkind. The important thing for a parent to know is what the child's greatest fear is and how to deal with it.

1. The main idea of paragraph 'a' is that (underline one):

   i. parents should not shame a child about his fears.
   ii. parents know children are fearful.
   iii. parents should know what a child is afraid of and how to deal with it.

2. Underline the sentence which contains the main idea of paragraph 'a'.

b. A child's greatest fear is being unloved and left by his parents. A parent should never threaten a child with abandonment either in anger or as a joke. If one parent must go to the hospital or leave on a trip he or she should not try to sneak away when the children won't see them. Time should be spent in explaining and preparing the child for the separation. The child will be lonely, but he won't be filled with a nameless terror and fear that he has been abandoned.

1. The main idea of paragraph 'b' is that (underline one):

   i. fear of being unloved and left is a child's greatest fear.
   ii. time should be spent in preparing a child for a parent's leaving.
   iii. parents should not tease a child with threats of leaving him.

2. Underline the sentence which contains the main idea of paragraph 'b'.

c. Snow protects life in the winter woodlands. Air is trapped between snowflakes. The blanket of air and snow acts as insulation, shielding plants and animals from severe frosts and bitter winds. After melting, snow adds to the forest's water reserves.

1. The main idea of paragraph 'c' is ____________

   ____

2. Underline the sentence in paragraph 'c' which contains the main idea.

(2) 3. Write the main idea of each of these paragraphs. 4

a. The florist industry involves many more people than the lady who runs your local flower shop. She is the last link in a complicated chain of growing, harvesting, transporting, buying, selling, preserving and marketing. The grower for example can be a small greenhouse with two or three workers, or it can be a large group of greenhouses that employ flori-culturists who are trained in the best way to grow plants and protect them from insects and disease. The modern flower wholesaler enables growers to get their flowers to the retail florist with the greatest speed and the least loss.

____

____

____

b. Crime

The newspapers tell us every day that crime is increasing. What can be done to stop people from breaking the law? There are many things we can all do. We must start with our children and educate them to know right from wrong. We must provide good recreational facilities for our teenagers. Families in trouble must be able to get help and guidance from social services. This is only a start. Society must treat all of its citizens equally before crime will begin to decrease.

____

____

____

Answer Key

Skills Inventory

1. a. 2.
b. 1.
c. 1.
2. a. 2.
b. 2.
3. a. The camel is perfectly suited to work and live in the desert.
b. This has made coal mining today a much more attractive occupation than it used to be.
4. a. Hunting is a good sport, but it is dangerous.
b. The color of the hunter's clothes is important for safety.
c. Proper footwear for hunting is important.
d. Guns should be properly handled.
e. The place of hunting may be dangerous.
(T.J.)

Skills Check 1

1. a. 2.
b. 3.
2. 1. ii.
2. iii.
3. i.
4. i.
5. People may use anything as money.
(T.J.)
3. a. The duties of a barber have changed over the years.
b. Color helps to protect animals in nature.
(T.J.)

Skills Check 2

1. a. 3.
b. 1.
2. a. 1. iii.
2. The last sentence.
b. 1. i.
2. The first sentence.
c. 1. Snow protects and helps life. (T.J.)
2. The first sentence.
3. a. The florist industry involves a lot of people.
b. We can do many things to stop crime.
(T.J.)

GENERIC SKILLS

●

READING

IV A - RELATIONSHIPS

Manpower
and Immigration
Main-d'œuvre
et Immigration

Training Research and
Development Station
Centre de recherche et de
développement en formation

Skills Record

DATE ________

GENERIC SKILL Identify and interpret relationships between facts or events

PREREQUISITE SKILL UNITS R III C, L II C

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Answer "what happened" and "why" questions about a given selection.				
2. Answer questions which require a generalized interpretation of facts.				
3. Identify the causes or effects of given information described in a selection.				

INSTRUCTOR'S COMMENTS ________

DATE COMPLETED ________ INSTRUCTOR'S INITIALS ________

Skills Inventory

OBJECTIVE NUMBER

(10) 1. Read each of these paragraphs to find out what happened and why it happened. Answer the questions following the paragraphs. 1

a. The end of Mark's fishing pole suddenly bent down toward the water. A rainbow trout was caught on the fish hook.

i. What happened? ______________________________

____

ii. Why? ______________________________________

b. The buffalo were put on game reserves when they almost became extinct due to overhunting.

i. What happened? ______________________________

____

ii. Why? ______________________________________

c. Tom noticed that the tires on his car were showing uneven wear. He took his car to the garage to have the wheels checked and the tires rotated.

i. What happened? ______________________________

____

ii. Why? ______________________________________

____

d. John's mother is mad at him. He opened the fridge and took out an egg. The egg fell on the floor. The egg broke and its insides ran out onto the floor. John's mother had to clean up the mess.

i. What happened? ______________________________

____

ii. Why? ______________________________________

____

e. A newspaper article said recently that doctors have discovered some new information that may lead to a cure for cancer. "In ten years," one doctor said, "cancer may be a thing of the past. This new information wouldn't have been possible if it weren't for the donations given to the Cancer Society."

i. What happened? ______________________________

____

ii. Why? ______________________________________

____

(3) 2. Read this story and answer the questions at the end. 2

Snow

By the end of a long winter most of us are sick of snow. But in the forest snow protects many animals. The temperature under a snow drift is warmer than the air above it. Deer and moose often bed down in the snow for the night. Field mice and other small animals burrow through the quiet white world under the winter snow. They are safest from enemies here. The same snow covers low growing berries and grasses that are used as food by awakening animals as soon as spring has come. And when the snow melts, it becomes the moisture for the plants and trees that are beginning a new year's growth.

a. Why do deer and moose bed down in snow for the night?

____

____

b. Why are field mice safe under a blanket of snow?

____

____

c. What is the author trying to tell us about snow?

____

____

(16) 3. Read each sentence. Decide which part is cause and which is effect and write cause or effect in the space. 3

a. __________ i. The pilot knew he was low on fuel

__________ ii. so he looked to see where he could land.

b. __________ i. The early settlers were happy to harvest the corn

__________ ii. that the Indians had taught them to plant.

c. __________ i. When Joan got her typist job

__________ ii. she was thrilled.

d. __________ i. John would never have won the snowmobile race

__________ ii. if he had not tuned up his engine the night before.

e. __________ i. The Gold Rush really started

__________ ii. when a man found a gold nugget in the Yukon.

f. __________ i. I want to raise cattle, horses and sheep.

__________ ii. I must find a place with water.

g. __________ i. When we are camping we love to wake up with the smell of coffee

__________ ii. and so Joe never forgets to bring coffee along.

h. __________ i. Paul was able to take his family for a vacation

__________ ii. with the money he saved.

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
SDS	Skill Development Series,	✓	✓	✓					
	Booklet IVA								
I	Instructor is responsible								
	for teaching and pres-								
	cribing from resources								
	available								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	16/17	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(6) 1. After reading each paragraph, write what happened (effect) and why it happened (cause). 1

a. Buddy was muttering softly to himself. The wrench had slipped and he skinned his knuckles.

i. Cause: ______________________________

____

ii. Effect: ______________________________

____

b. Ed was black with oil from head to foot. While changing the oil in his truck, he had accidentally knocked over the pan of used oil.

i. Cause: ______________________________

____

ii. Effect: ______________________________

____

c. Bill looked at his face and shoulders in the mirror. They were bright red, and covered with blisters. He had never had such a bad sunburn as he had got the day before.

i. Cause: ______________________________

____

ii. Effect: ______________________________

____

(5) 2. Read this selection and answer the questions which follow. 2

Some animals resemble their environment in shape as well as color. One bug is called a "walking stick" because it looks like a thin, green twig. Another example is the "dead-leaf" butterfly. The top of its wings is brightly colored, but when it rests it puts its wings together over its back and only the underside shows. The underside looks just like a dead leaf complete with veins and a small light spot that looks like an insect hole. Another butterfly, called the viceroy butterfly, looks very much like the monarch butterfly, which is avoided by birds because of its bitter taste. Animals have many ways to protect themselves.

a. Why is it an advantage for animals to look like their environment?

____

____

b. Are birds more likely to eat "walking stick" bugs or bugs that have no disguise?

____

____

c. How does the dead-leaf butterfly protect itself when it rests?

____

____

d. Is the dead-leaf butterfly well protected when it flies?

____

____

e. Why is the viceroy butterfly like the monarch butterfly?

____

____

(6) 3. After each pair of sentences or clauses write C for the cause and E for the effect. 3

a. _____ The child had soft teeth and bones.

_____ He was not given enough foods rich in calcium.

b. _____ Oil spilled from the hole in the side of the boat.

____ After it had hit the shallow rocks.

c. ____ The men at the plant were angry.

____ They did not get the raise in pay they had asked for.

d. ____ The deer turned and ran into the forest.

____ After it had caught the scent of the man.

e. ____ Jean fell down the last two stairs.

____ She didn't see the roller skate that had been left on the stair.

f. ____ The book was boring.

____ Jack laid it on the table and went out to play catch.

Skills Check 2

SCORE	CRITERION	DECISION
	15/16	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(6) 1. Read these statements. Fill in what happened and why. 1

a. John's car wouldn't start. He noticed the gas gauge registered empty. Someone must have siphoned the gas off during the night.

i. What happened? ____________________

____

ii. Why? ____________________

____

b. Marge looked in at her cake in the oven. She was surprised to see it looked as flat as a pancake. She checked over her recipe to see what she could have forgotten. Marge couldn't guess what it could be. Then she noticed. The oven was turned off!

i. What happened? ____________________

____

ii. Why? ____________________

____

c. The general ordered his troops to fall back. The scouts had sent word that their camp was surrounded by the enemy.

i. What happened? ____________________

____

ii. Why? ____________________

____

(4) 2. Read the story and answer the questions which follow. 2

Milk

People in all parts of the world drink milk. In many countries, including our own, some people drink goat's milk. In the north of Lapland, where it is cold, some people drink reindeer milk. Some people in India drink milk from the water buffalo, an animal that prefers hot climates. Even camels give milk to the people who live in the desert. These kinds of milk taste different, but the people who drink them like the taste.

a. Why doesn't everyone in the world drink cow's milk?

____

____

b. Why do people like these different kinds of milk?

____

____

c. Why do people in the desert drink camel's milk?

____

____

d. Why don't people in Lapland keep water buffalo and camels?

____

____

(6) 3. After reading each paragraph write the cause (why it happened) and the effect (what happened). 3

a. Jan, who wasn't watching where she was going, bumped right into Doug's elbow. The glass of beer her husband was carrying spilled all down the front of his clean shirt.

i. Cause: ______________________________

____

ii. Effect: ______________________________

____

b. Doug yelled at his wife. He was mad because his beer was spilled.

i. Cause: ______________________________

____

ii. Effect: ______________________________

____

c. Jan felt frustrated that she would have to wash and iron the beer-stained shirt again.

i. Cause: ______________________________

____

ii. Effect: ______________________________

____

Answer Key

Skills Inventory

1. a. i. Mark's pole bent.
   - ii. A trout was on the line.

   b. i. The buffalo were put on reserves.
   - ii. They were almost extinct.

   c. i. Tom took his car to the garage.
   - ii. The tires were showing uneven wear.

   d. i. John's mother got mad at him.
   - ii. He dropped an egg on the floor.

   e. i. Doctors have discovered new information on cancer.
   - ii. They were supported by donations given to the Cancer Society.

   (Other possible answers: T.J.)
2. a. It is warmer under the snow than above it.

   b. Their enemies cannot see them or catch them.

   c. The snow is helpful for preserving life.

   (T.J.)
3. a. i. cause
   - ii. effect

   b. i. effect
   - ii. cause

   c. i. cause
   - ii. effect

   d. i. effect
   - ii. cause

   e. i. effect
   - ii. cause

   f. i. cause
   - ii. effect

   g. i. cause
   - ii. effect

   h. i. effect
   - ii. cause

Skills Check 1

1. a. i. The wrench slipped.
   - ii. Buddy skinned his knuckles.

   b. i. Ed knocked over the pan of used oil.
   - ii. He was black with oil.

   c. i. Bill had been burned by the sun.
   - ii. His face and shoulders were red and blistered.

   (T.J.)
2. a. They can hide more easily from their enemies.

   b. Birds are more likely to eat bugs that have no disguise.

   c. It closes its wings to make them look like a leaf.

   d. No.

   e. By looking like the monarch butterfly, which is bitter to birds, the viceroy butterfly protects itself.

   (T.J.)
3. a. E, C

   b. E, C

   c. E, C

   d. E, C

   e. E, C

   f. C, E

Skills Check 2

1. a. i. John's car would not start.
   - ii. It was out of gas.

   b. i. The cake did not rise.
   - ii. The oven was not turned on.

   c. i. The general ordered the troops to retreat.
   - ii. The scouts said that the camp was surrounded by the enemy.

   (T.J.)
2. a. They don't all keep cows.

   b. People like the taste of milk from different animals.

   c. They like the taste and are used to it. Camels can live in the desert and give milk there.

d. Water buffalo and camels do not live in cold countries.

(T.J.)

3. a. i. Jan bumped Doug's elbow.
   - ii. He spilled his beer.

   b. i. His beer was spilled.
   - ii. He yelled at his wife.

   c. i. Jan would have to wash and iron the shirt.
   - ii. She felt frustrated.

(T.J.)

GENERIC SKILLS

●

READING

V A - FACT AND OPINION

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherches et de
développement en formation

Skills Record

DATE ____________

GENERIC SKILL Evaluate facts and opinions in written work

PREREQUISITE SKILL UNITS R IV C, L III B

OBJECTIVES	MET AS DETERMINED BY SKILLS INVENTORY	 SKILLS CHECK 1	 SKILLS CHECK 2	 OTHER
1. Define "fact" as a statement that can be shown to be true. 2. Define "opinion" as what a person thinks about any subject. 3. Identify given statements as being fact or opinion. 4. Classify sentences in a given article as fact or opinion. 5. Classify content of an advertisement as based on fact or opinion, and support the choice. 6. Identify opinions and supportive facts in a given selection of several paragraphs. 7. Classify as reliable or unreliable the sources of given opinions, using these criteria: past reliability of source, reputation of source in the subject, source's awareness of current issues, and reasons why source might be biased. 8. Evaluate given opinions on the basis of your evaluation of the source, knowledge of the subject area, and your comparisons with other sources of opinion and information. 9. Select your opinion from two alternative opinions after reading a selection which attempts to persuade you to a point of view. 10. Write your opinion on a given issue and support it after reading a given selection on that issue.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(1) 1. A fact is ______________________________ 1

____

(1) 2. An opinion is ______________________________ 2

____

(10) 3. Classify these statements as fact or opinion. Put F or O in the blank. 3

_____ a. Hank hit a home run.

_____ b. It's going to be cold tomorrow.

_____ c. John is working in the garden.

_____ d. Love is happiness.

_____ e. John and Mary seem to love each other.

_____ f. There ought to be a law against lying.

_____ g. Paris is not the capital of Canada.

_____ h. You should be honest.

_____ i. The instructor said that somebody had broken a window.

_____ j. You should not cheat on tests.

(6) 4. Read this report about an organization called "The Just Society". Beside each sentence write F for Fact, and O for Opinion. 4

The Just Society

The Just Society is the name of a new organization in Toronto. _____ They say they are working to destroy the welfare system so people can control themselves. _____ The welfare system causes much more trouble than it corrects. _____ Many people have already joined the organization. _____ There have been several programs on television about it. _____ More and more people will support it as time goes on. _____

(8) 5. Check below whether the advertisements on the next four pages are based mostly on Fact or mostly on Opinion, and 5

tell why you have chosen as you did. Consider the reliability or unreliability of the source of the advertisement, and how well any opinion is backed up.

a. Fact ____ Opinion ____ Why? ______________

____

____

____

b. Fact ____ Opinion ____ Why? ______________

____

____

____

c. Fact ____ Opinion ____ Why? ______________

____

____

____

d. Fact ____ Opinion ____ Why? ______________

____

____

____

a.

DADS FAVOUR IT

It never lets you down

SISTERS GROOVE IT

It's a swinger

MOMS LOVE IT

It's like an old friend

JUNIORS GRAB IT

It's a thirst quencher

MONSTERS DIG IT

The taste goes on for ever

FOR THAT "TOP OF THE WORLD" FEELING...

IT'S "BUBBLY"

THE SOFT DRINK SENSATION OF THE NATION

b.

YOU CAN HELP!

IN THE

FIGHT

AGAINST

CANCER

RECOGNIZE THE SEVEN DANGER SIGNALS
HAVE REGULAR MONTHLY CHECKUPS
Give to the Canadian Cancer Fund

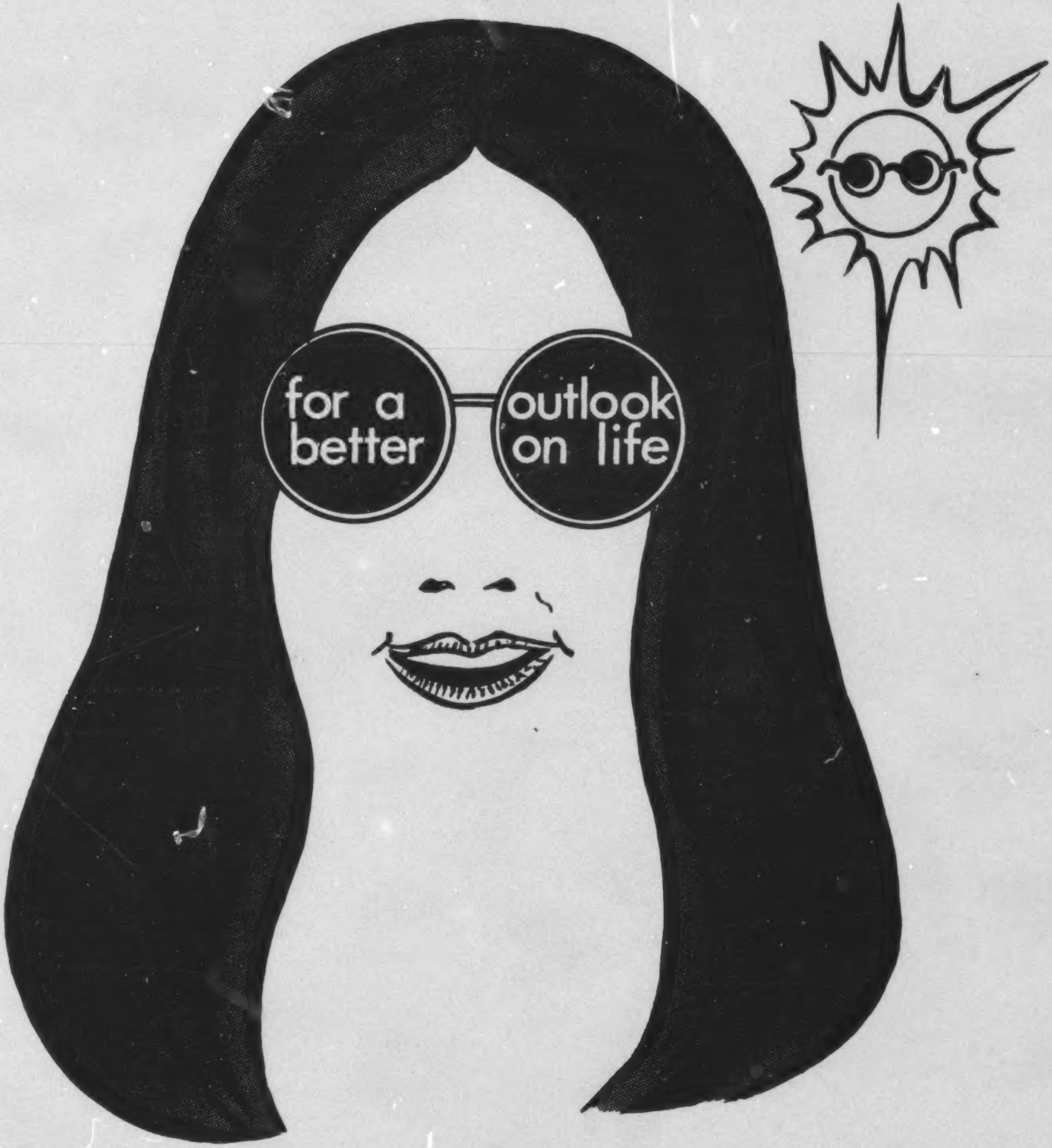
c.

Like a torrent of Cool Spring Water...

REAL COOLS are a milder, better tasting cigarette. With the newly developed filter that gives you the richness and mildness but with the removal of all the harmful ingredients.

The cigarette with
the Real Cool drag!

d.



Be Number 1

Rose *colored glasses!*

Available at your dealers everywhere

(6) 6. List three different opinions expressed below on the topic of the railway strike and state what reasons, if any, were given for the opinions. 6

____

____

____

____

____

____

The non-operating employees of 11 rail companies across Canada have been striking on a rotating basis for several weeks. The Trading Post asked the man on the street his thoughts about the strike.

a. Doug Klarenbach of 1396 Sixth Street East said, "I feel that the workers do deserve more than what they are getting, but should not be allowed to strike. Blackmail is not supposed to be allowed in this country and when a strike affects other people like this one has, it's time for government intervention. And I don't mean just setting up mediation."

b. Doug Mallo of 1203 Sixth Street East said, "A strike is a strike and there's no use complaining about it. It's not the first one and it won't be the last."

c. Ron Tusk of 1325 Fourth Street East said, "If going on strike is the only way the non-ops can achieve their demands then everyone will have to wait until the railway dishes out the money."

d. George Carr of 1205 First Street East said, "The federal government should step in with some kind of binding arbitration. The demands of the strikers are probably justified but the effect this strike is having on other people and businesses should not be allowed."

e. Al McDougall of 82 Eighteenth Street West said, "Going on strike is probably the only way they can get what they want. If it continues much longer, the government is bound to take some kind of action."

f. Audry McDougall of 82 Eighteenth Street West said, "Something like the railroad is important to everyone and a strike shouldn't shut down something that's necessary."

g. Joanne Parenteau of 1436 Sixth Street East said, "The government should force these men back to work right away."

(6) 7. Read the selection and answer the questions. 7

a. Bert O'Malley has been a policeman for 23 years. He is presently finishing a university degree in criminology. He is popular in his home town and often speaks to school groups about the role of the police. Recently he said that in his opinion, young people nowadays were less and less concerned with the moral issues connected with crime.

Mr. O'Malley's opinion is probably:

_____ i. reliable

_____ ii. unreliable

because ____

____

b. Sheila Fontaine lived in Toronto for several years. Nine years ago she moved to Alberta, and hasn't been back to Toronto since. She has no desire to return, because she thinks Calgary is a lot more exciting socially and culturally.

Sheila's opinion is probably:

_____ i. reliable

_____ ii. unreliable

because ____

____

(3) 8. Read this paragraph and then check the opinion at the end you most agree with. 8

People in big cities should not be allowed to keep dogs. It is not fair to the animals because there are so few places to exercise dogs. It is unpleasant to find animal excrement in the parks and on sidewalks, and it is unsanitary as well. There is no excuse for people who go to work and leave a dog locked up in an apartment to bark all day.

a. What is your opinion? Check one.

_____ 1. People who live in big cities shouldn't be allowed to keep dogs.

_____ 2. People should be allowed to keep dogs.

b. Support your opinion with details from the story or from your own experience.

____

____

____

(3) 9. Read these two paragraphs expressing different views on the subject of marriage. Which paragraph do you agree with? Tell why. 9

a. Women who get married are crazy. Who wants to be an unpaid servant for the rest of her life? A woman becomes a second class citizen and loses her identity. She is no longer Jane Smith but Mrs. John Black. What man would give up his name as willingly as so many women do?

b. Not all women are cut out for marriage, but most women are because they are trained from the time they are small to expect to be married some day. Most women, if they have realistic expectations, find marriage a challenging but satisfying institution. Today married women are especially fortunate because they can enjoy both having a job and raising a family.

Opinion and why: ___________________________________

____

____

____

____

(3) 10. Read this paragraph, state your opinion on the issue, and tell why you have that opinion. 10

Television and Advertising

Television, the biggest advertising medium of modern times, poses certain problems. Perhaps the greatest of these is concerned with the number and content of the advertisements. Viewers complain that these occur too frequently, are dull, too long, and that the same advertisement is repeated too many times. Advertisers counter by saying that, since television is an extremely expensive medium, great numbers of advertisements are needed to pay the cost of supplying the public with free programs. One of the answers to these problems is pay television, which operates by meter or by the viewer putting a coin into the set to obtain a program with no advertising.

Opinion and why: ____________________________________

____

____

____

____

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
SDS	Skill Development Series,	general							
	Booklet VA, VC								
T	Better and Faster Reading,	general							
	Unit 6								
I	The instructor is respon-								
	sible for selecting,								
	prescribing and teaching								
	from resources available								
	or preparing new material								
	as necessary								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT
F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP
I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK
TP - AUDIO TAPE
VTR - VIDEO TAPE
SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	53/59	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(1) 1. What is a fact? ______________________________ 1

____

(1) 2. What is an opinion? ______________________________ 2

____

(8) 3. Read the sentences below. Write "F" before the statement of fact and "O" before the statement of opinion. 3

_____ a. Dogs are friendlier than cats.

_____ b. My bookcase will fit between the two chairs.

_____ c. Phil has the funniest lines in the show.

_____ d. It will take many hours to set my hair.

_____ e. The supervisor said if she was late again she would lose her job.

_____ f. People should never drive more than 60 miles an hour.

_____ g. I think the box was too heavy for Sally.

_____ h. Our test on Tuesday was all true and false questions.

(6) 4. Write fact or opinion after each of the statements in this paragraph. 4

Be Kind to Your Family

Most mothers take good care of their families. _____ If you really care, you will give your family Mighty-Puffs breakfast cereal. _____ There are two kinds to choose from, plain or sugared. _____ Whichever kind you choose your family is sure to love it. _____ Mighty-Puffs are available at most supermarkets.

_____ So remember, mothers who are kind to their families feed them Mighty-Puffs. _____

(8) 5. Read these next four advertisements. Are they based mainly on Fact or Opinion? Support your choice. 5

a. ____

____

b. ____

____

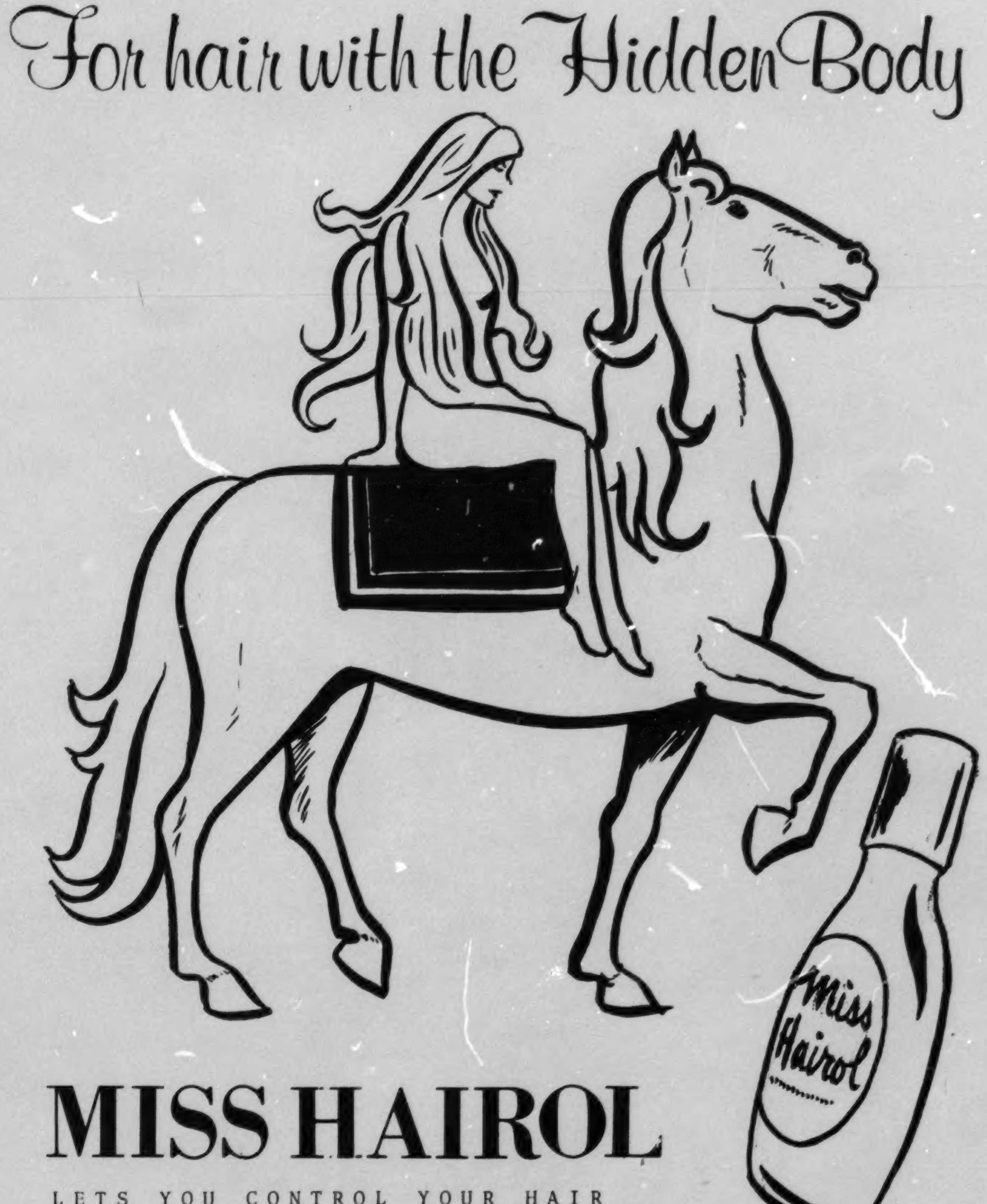
c. ____

____

d. ____

____

a.



For hair with the Hidden Body

MISS HAIROL

LETS YOU CONTROL YOUR HAIR
EXACTLY THE WAY YOU WANT

b.

DRIVE CAREFULLY !

NATIONAL SAFETY COUNCIL

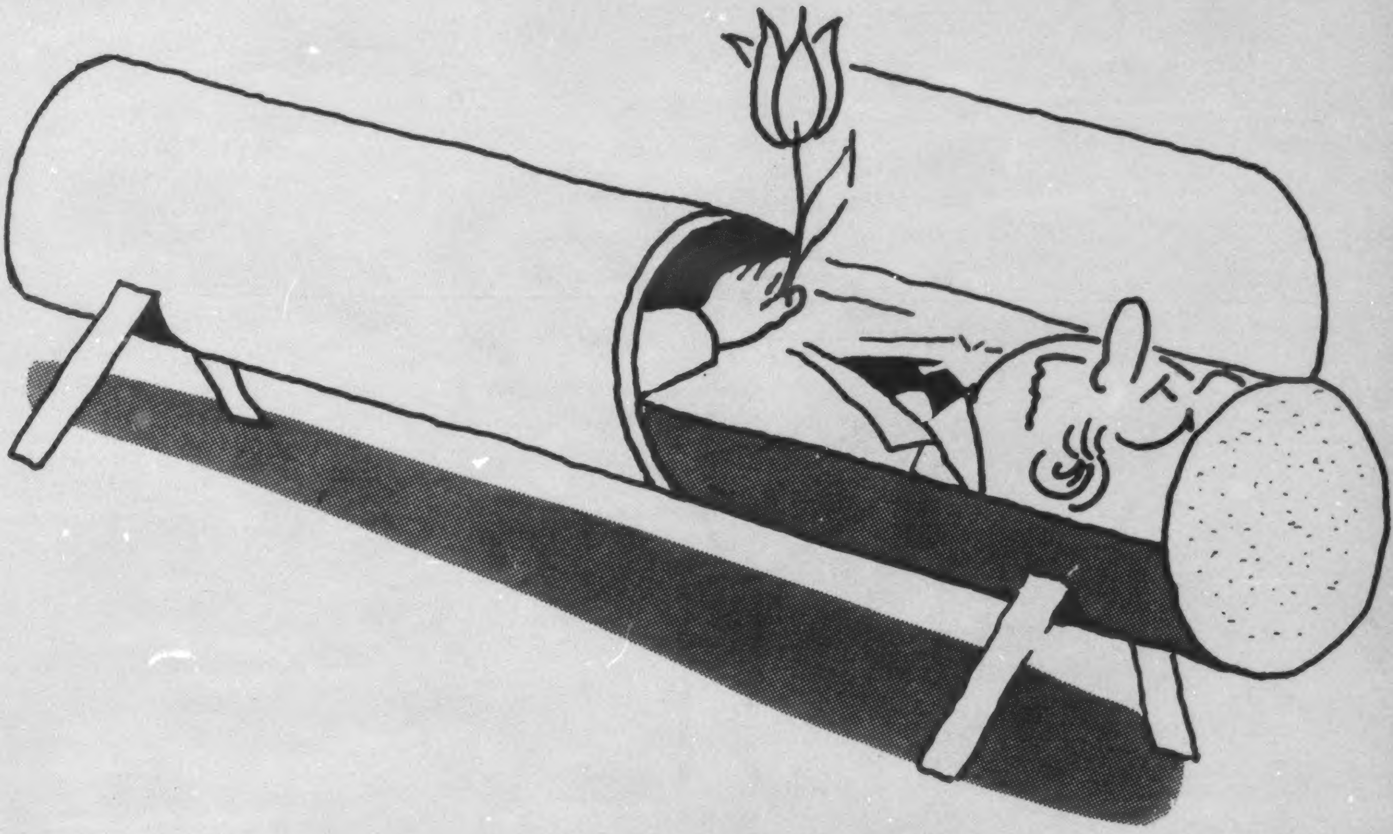
c.

THE PERFECT BABY GIFT!

"How to teach your baby to read!"

"HOW TO TEACH YOUR BABY TO READ" by G. I. Reed. Only $7.95. At your bookstore or send cheque or money order to Nursery Publications, Dept. TBR, Easy City.

d.



YOUR CHOICE

Smoking is dangerous to your health

(8) 6. Read these advertisements, tell whether they are based mostly on Fact or mostly on Opinion, and tell why you made the choice you did. 5

a. Ever wonder why Pollutas are the top-selling large car in Canada? The reason simply stated is that when you buy a Polluta you get a lot more car. You get a lot of extras - extras that don't cost you a nickel more.

b. This stereo unit has all of the most wanted features: volume, tone and balance controls, digital track indicator, fast forward button, repeat switch and fine tuning control.

c. Come see this feature film on wild life in Africa. Watch elephants fight, crocodiles snatch their victims, and snakes swallow animals larger than themselves - all in the natural wild surroundings of a tropical jungle.

d. Drop in at Fantini's for the tastiest food in town. Our steaks are the thickest and juciest you'll ever see, and our fresh-from-the-ocean sea foods will give you the tang of a seashore breeze. Phone for reservations.

(8) 7. Underline the sentence which best expresses the opinion of the person. List any facts which support the opinion. 6

a. Loretta Moran says: "I think the current trend towards filth in movies has got to be stopped. How can parents allow films like that to be shown in our theatres? The censor should refuse to let such movies into the province."

____

____

____

b. Mike Bradovitch says: "Nobody has to go into a movie theatre. If you think you're going to be offended by a movie, stay away. That's the best form of censorship."

____

____

____

c. Tim Beasley says: "Perhaps some movies ought to be barred, or at least cut (lately, with some sex movies, there'd be nothing left on the screen). However, I'm very unhappy about leaving the choice about censorship in the hands of one man. Everybody's ideas about what is offensive, or funny, or thought-provoking, differ. Who can really judge?"

____

____

____

d. Marion Linsay says: "Most censors have this big hang-up about sex or nudity on the screen. Who cares? It's those violent films that bother me, and have such an awful effect on young people. I think we live in a strange society where it's all right to see someone get slaughtered like an animal, but it's taboo to see the act of procreation."

____

____

____

(3) 8. Bronislaw Diamont is an expert on Russian-American relations relations. He correctly predicted the downfall of Krushchev in 1964. He has just issued a statement claiming that the Russians are about to make a new trade agreement with the U.S.A. 7

Mr. Diamont's opinion is likely to be:

_____ a. reliable

_____ b. unreliable

because ____

____

____

(4) 9. Read the selection and then circle the opinion at the end you most agree with. 8

War is necessary for many reasons. It is the nature of man to fight and so there will always be wars. We have to be prepared to defend our rights at all costs. It is well known that war stimulates the economy when there is a depression. This is why I think war is necessary.

a. What is your opinion?

  i. War is necessary.

  ii. War is not necessary.

b. Why? ____

____

____

(6) 10. Read these two paragraphs on "Working Mothers". Write your opinion as to which was the most convincing paragraph and why. 9

a. Working Mothers

I am a mother of two children. They both go to school. I have too much to do all day to find time to get a job. Today, for example, my washing machine broke down and I had to go to the laundromat. If I was working I would have had to stay up late to do the wash. All the kids I know whose mothers work, are delinquents. They are always in trouble. No one cares about them. Their parents just drive around in their big cars. I would never find a job anyway. I don't want to take a job away from someone who needs it.

b. **Working Mothers**

There comes a time in most women's lives when they are faced with the decision, "to work or not to work". For some, work is a necessity. The family may need the extra pay cheque to provide adequate food and clothing. Some young women do not enjoy housework. It may not be as rewarding to them as a job for which they are better trained. Perhaps these young women can make a better contribution to society as a nurse or teacher. The answer may be in providing better day-care for children of mothers who want or need to work. It is not an easy decision to make. Each woman must make up her own mind which will be best for her family.

Opinion: ________________________________

____

____

____

____

____

____

(6) 11. Read this selection and write your opinion of the matter. Support your opinion. 10

People should not be allowed to shoot animals. It is an expensive and foolish sport. Few people eat what they kill. Many animals are becoming extinct. We should protect all our wildlife by passing laws that forbid people to shoot animals.

____

____

____

____

____

Skills Check 2

SCORE	CRITERION	DECISION
	35/40	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(2) 1. a. What is a fact? ______________________________ 1

____

b. What is an opinion? ___________________________ 2

____

(10) 2. Classify these statements as fact or opinion. Put F or O in the blanks. 3

_____ a. Instant Coffeebean Coffee is yummy.

_____ b. Taxes ought to be abolished.

_____ c. Anyone who likes work is a fool.

_____ d. People who live in glass houses should not throw stones.

_____ e. My grandfather is still living.

_____ f. There was fighting going on in the Middle East in the spring of '74.

_____ g. Mr. Fairfold's job requires more skill than Mr. Carstair's job.

_____ h. My mother gets breakfast every morning.

_____ i. Peterborough is the best city in the east.

_____ j. It's snowing hard now.

(6) 3. Read this radio broadcast and answer the questions. 4

Good evening, listeners. This is Scott Bradly with the six o'clock news. The major event of the day was a fire on Alberta Avenue. Firemen from all stations in the east end of the city were called to fight the skyhigh flames. The fire has raged for six hours, and the buildings on a whole block were completely destroyed. Spectators say it was the worst fire in ten years. Two firemen are in serious condition in a local hospital. The fire chief feels it may be several more hours before the fire is completely under control.

For the second week, the employees of Colfax Steel Company remain out on strike. They have demanded better working conditions and a ten percent increase in pay. The company president expects the men to return to work within a few days; but still the employees continue to picket the main entrance to the building. There is a great deal of unrest and hostility among the men who picket the building. One of the picketers told reporters, "Colfax Steel is one of the most unfair, undemocratic companies around. The president is crazy to force us to work under these conditions."

Put fact or opinion beside each of these statements.

_____ a. Firemen from all stations in the east end of the city were called.

_____ b. It may have been the worst fire in ten years.

_____ c. Two firemen are in the hospital.

_____ d. The employees of Colfax Steel are on strike for the second week.

_____ e. The men will return to work within a few days.

_____ f. Colfax Steel is one of the most unfair, undemocratic companies around.

(6) 4. Here are two advertisements similar to many you can find in magazines and newspapers. Read them carefully and decide if they are based mainly on facts or opinions. Tell why you made the choice you did. 5

a. The Successful Man's Car

More successful young men are driving the Apalousa than ever before. The kind of men who know the best when they see it - and go out and get it. Apalousa, the luxury car at a practical price.

____

____

____

____

b. Everyone knows that millions of square miles of our forest land are lost every year through fires. Many of these fires begin from campfires which have not been extinguished properly. Northern Development Company has on the market a small compact inexpensive campfire extinguisher that works quickly and effectively to put out your campfire. It is inexpensive and light to carry. Sand and water are not always easily available. Protect our forest; use Noflame Extinguishers.

____

____

____

____

(4) 5. Underline the sentence which best expresses the opinion of the person. List any facts which back up the opinion. 6

a. Frank Lorfond says: "There are far too many people going on welfare nowadays. Like a lot of other things, it was good once, but too many people have abused it. The government should make it harder to go on welfare."

____

____

____

b. Theresa St. Germaine says: "It's too bad people have to be on welfare, but it isn't their fault. The unemployment situation is to blame. The government should try to improve our economy and create more jobs. There are some new projects of that type in town now; but we need more."

____

____

____

c. Harry Sanchuk says: "I'm glad some of my tax money goes towards welfare. Canada is a big and wealthy country. Nearly everyone enjoys a high standard of living. Some day I might need welfare benefits myself - who knows? Right now I earn $20,000 a year. I guess I can share."

____

____

____

d. Laurie Mottle says: "I'm not against giving welfare to people who are unable to work, for physical reasons or other good reasons. But, I don't like shelling out money that I earned, just to support some lazy loafer. And a lot of people on welfare could be working if they wanted to. My uncle for example. He's on welfare but he says he doesn't want to work."

____

____

____

(3) 6. Read this opinion and answer the questions. 7

Martha Duberry is the daughter of a wealthy shoe manufacturer. She has just flown home from two weeks vacation in Naples, where she stayed in the Imperial Hilton Hotel. She had a marvellous time swimming, visiting art galleries, and socializing with her fellow hotel guests. Martha says that reports of food shortages in Europe are grossly exaggerated.

Martha's opinion is probably:

_____ a. reliable

_____ b. unreliable

because: ____

____

____

(3) 7. Read this selection and check the opinion you most agree with; then explain why you made that choice. 8

People should not go to movies. The movies today are too full of sex and violence. They set up false standards for our young people. All women are not young and beautiful and all men are not handsome and strong. This leads young people to have false expectations of themselves, love and marriage. Why should we make someone rich in Hollywood just to see what life isn't like?

a. What is your opinion? (check one)

_____ 1. People should not go to movies.

_____ 2. People should go to movies.

b. Explain why you chose that opinion.

____

____

____

(3) 8. Read the two selections and choose the one which you feel would have the most effect. Tell why you chose it. The paragraphs are trying to persuade young people not to take drugs. 9

a. By the father of three teenagers.

You kids are crazy to take drugs. Do you want to ruin your mind and end up in a mental hospital? I know from experience. I have been around a long time and have seen the same thing happen many times. People start out on marijuana just for kicks. Soon the kicks aren't big enough. They try something with more impact like L.S.D. and so on until finally they are on heroin and their lives are ruined.

b. By a nineteen year old boy who is an ex-drug addict.

I went the drug route. I've been there, and travelled the long road back. I know a little something about it and I would like to share it with you. If you think I am going to tell you a hard luck story, you're wrong. If you think I am going to give you the gory details of "cold turkey", you're wrong. If you think I am going to try and scare you, you're wrong again. It's your life and you have to make up your own mind. All I want is for you to think about a few of the things I can share with you.

I know all the arguments. If your dad gets drunk on weekends why shouldn't you get high on marijuana? It is hypocritical, I agree; but just because society has the burden of one terrible problem is no reason to add another. Dropping out and getting high on drugs is not going to make the world any better. If you don't like the world as it is, why not pick one area and try and do something about it. You can't do that if you are stoned on drugs.

Opinion and why: ______________________________

____

____

____

____

(3) 9. Read this paragraph, state your opinion on the issue, and tell why you have that opinion. 10

Public Libraries

Public libraries ought to have bars in them. If people could have a drink as they read, many more of them would spend time in the library. Just think how much more a person would learn if he spent his hours reading instead of wasting time in a beer parlour. Of course, everybody would have to learn to drink quietly and moderately, but those are habits that all drinkers should learn anyway.

Opinion and why: ______________________________

____

____

____

Answer Key

Skills Inventory

1. A statement that can be shown to be true.
2. What a person thinks about any subject.
3. a. F f. 0
   b. 0 g. F
   c. F h. 0
   d. 0 i. F
   e. 0 j. 0
4. F, F, 0, F, F, 0
5. a. Mostly opinion.
   Reasons: (T.J.)
   b. Mostly fact.
   Reasons: (T.J.)
   c. Mostly opinion.
   Reasons: (T.J.)
   d. Mostly opinion.
   Reasons: (T.J.)
6. (T.J.)
7. a. reliable
   Bert has had years of experience being a policeman. He also has the education to back up his opinions. His opinion also seems to be respected by members in the community.
   b. unreliable
   Sheila is stating her own personal preference. Toronto might be more exciting for other persons.
8. (T.J.)
9. (T.J.)
10. (T.J.)

Skills Check 1

1. A statement that can be shown to be true.
2. What a person thinks about any subject.
3. a. 0 e. F
   b. F f. 0
   c. 0 g. 0
   d. F h. F
4. 0, 0, F, 0, F, 0
5. a. Mostly opinion.
   Reasons: (T.J.)
   b. Mostly fact.
   Reasons: (T.J.)
   c. Mostly opinion.
   Reasons: (T.J.)
   d. Mostly fact.
   Reasons: (T.J.)
6. a. Mostly opinion.
   Reasons: (T.J.)
   b. Mostly fact.
   Reasons: (T.J.)
   c. Mostly fact.
   Reasons: (T.J.)
   d. Mostly opinion.
   Reasons: (T.J.)
7. a. The current trend towards filth in movies has got to be stopped.
   Facts: (T.J.)
   b. If you think you're going to be offended by a movie, stay away.
   Facts: (T.J.)
   c. I'm very unhappy about leaving the choice about censorship in the hands of one man.
   Facts: (T.J.)
   d. It's those violent films that bother me and have an awful effect on young people.
   Facts: (T.J.)
8. Mr. Diamont's opinion is likely to be reliable. He has had experience in Russian-American relations and seems to have established a commendable career.
9. (T.J.)
10. (T.J.)
11. (T.J.)

Skills Check 2

1. a. A statement that can be shown to be true.
   b. What a person thinks about any subject.
2. a. 0 f. F
   b. 0 g. 0
   c. 0 h. F
   d. 0 i. 0
   e. F j. F

3. a. F d. F
b. 0 e. 0
c. F f. 0

4. a. Mostly opinion.
Reasons: (T.J.)
b. Mostly fact.
Reasons: (T.J.)

5. a. There are far too many people going on welfare nowadays.
Facts: (T.J.)
b. The unemployment situation is to blame.
Facts: (T.J.)
c. I'm glad some of my tax money goes towards welfare.
Facts: (T.J.)
d. I don't like shelling out money that I earned just to support some lazy loafer.
Facts: (T.J.)

6. Martha's opinion is probably unreliable. Due to her wealthy background, Martha could afford to stay at an exquisite hotel and eat the finest meals.

7. (T.J.)

8. (T.J.)

9. (T.J.)

GENERIC SKILLS

•

READING

VI A - CHARTS AND TABLES

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ____________

GENERIC SKILL To understand and use charts and tables

PREREQUISITE SKILL UNITS ____________

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form. 2. State the type of information recorded on given charts or tables. 3. Answer questions which require the correct selection of information by interpreting charts or tables accurately.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(1) 1. What are charts and tables and why are they useful communication instruments? 1

(3) 2. What kind of information is recorded on the following chart? 2

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Joan	9-5	OFF	OFF	1-5 p.m.	9-12 a.m.	9-5
Bill	9-5	9-12 a.m.	1-5 p.m.	9-5	OFF	OFF
Dave	OFF	9-5	9-5	9-5	9-5	1-5 p.m.
Alice	9-12 a.m.	OFF	9-12 a.m.	9-12 a.m.	9-12 a.m.	9-5
Sam	9-5	9-5	9-5	9-5	1-5 p.m.	9-5
Roberta	1-5 p.m.	1-5 p.m.	1-5 p.m.	OFF	1-5 p.m.	9-5
Axel	9-5	9-5	9-5	OFF	9-5	9-5

(4) 3. What information is recorded on this table? 2

____

____

____

Make	Power Disc Brakes	Power Steering	Air Conditioning	Reclining Seats	AM/FM Radio
Chrysillac	standard	standard	optional	optional	standard
Ponteor	standard	optional	optional	standard	standard
Rambolet	standard	optional	standard	standard	optional
Chevebaker	standard	standard	optional	optional	standard
Fordge	standard	optional	optional	standard	optional

(3) 4. On the chart given in question 2, find the following information: 3

a. What days does Bill have off? ____________________

b. Who works the most hours? ____________________

c. How many hours does Alice work? ____________________

(3) 5. On the table given in question 3 (above) find the following information: 3

a. Which car offers air-conditioning as standard equipment?

____

b. What feature is standard on all models?

____

c. Aside from air-conditioning, what feature is offered least as standard equipment?

____

(3) 6. Use these tables to answer the questions that follow. 3

Canadian Women's Swimming Champions

	1971	1972	1973
100 m.	Sally Bowles	Fleur Forsyte	Isabel Archer
200 m.	Gloria Wandrous	Melanie Wilkes	Melanie Wilkes
500 m.	Sally Bowles	Becky Sharp	Sally Bowles

Canadian Men's Swimming Champions

	1970	1971	1972
100 m.	Rhett Butler	Dick Diver	Holden Caulfield
200 m.	Frank O'Hara	Anthony Adverse	Jake Barnes
500 m.	Gilbert Osmond	Rhett Butler	Bret Ashley

International Swimming Champions

	1971		1972		1973	
	Men	Women	Men	Women	Men	Women
100 m.	Borodin	Mazursky	Spitz	Karinka	Allison	Mackenzie
200 m.	Shuba	Taylor	Mallory	O'Donnally	Shuba	Wilkes
500 m.	Karenin	Oppenheimer	Dubchenko	Bujold	Dubchenko	Kropotkin

a. Which Canadian achieved an international swimming title? In what year?

____

b. Which swimmer won 3 swimming championships?

____

c. Which swimmers won the same medal twice in a row?

____

____

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Improving Communication	✓	✓	✓					
	pages 99-106								
W	New Modern Reading,	✓	✓	✓					
	Skilltext Series, Book 3,								
	pages 84-85								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	13/14	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(1) 1. Define charts and tables and explain why they are useful.

1

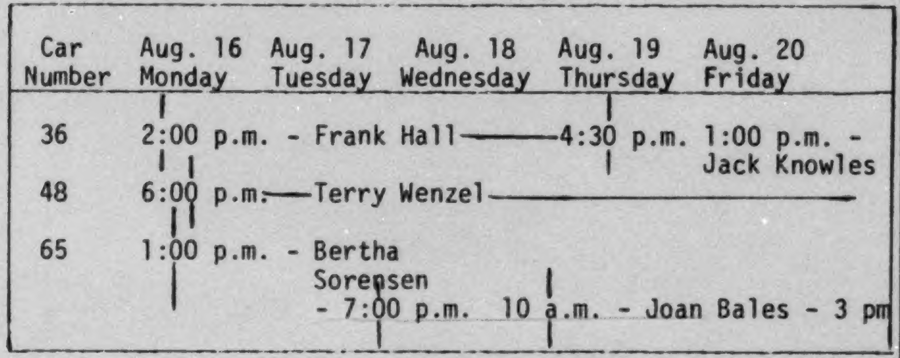
____

____

____

(2) 2. What kind of information is given on the following chart?

2



Rentals Aug. 16-Aug. 20

(2) 3. What kind of information is recorded on the table on the next page?

2

____

____

	1971	1972	1973
Housing	.30	.29	.31
Food	.17	.22	.26
Clothing	.08	.07	.07
Transportation	.11	.14	.19
Utilities	.02	.02	.03
	.68	.74	.86

Basic Expenditures
(expressed in terms of consumer dollar)

(3) 4. On the chart given in question 2, find the following information: 3

a. When will Car 36 not be in use? ________________

____

b. How many hours will Joan Bales have a car?

____

c. Who is going to be using car 48?

____

(3) 5. On the table given in Question 3 find the following information: 3

a. Which item underwent the biggest increase in the years covered?

____

b. Which item expenditure stabilized in 1972-1973?

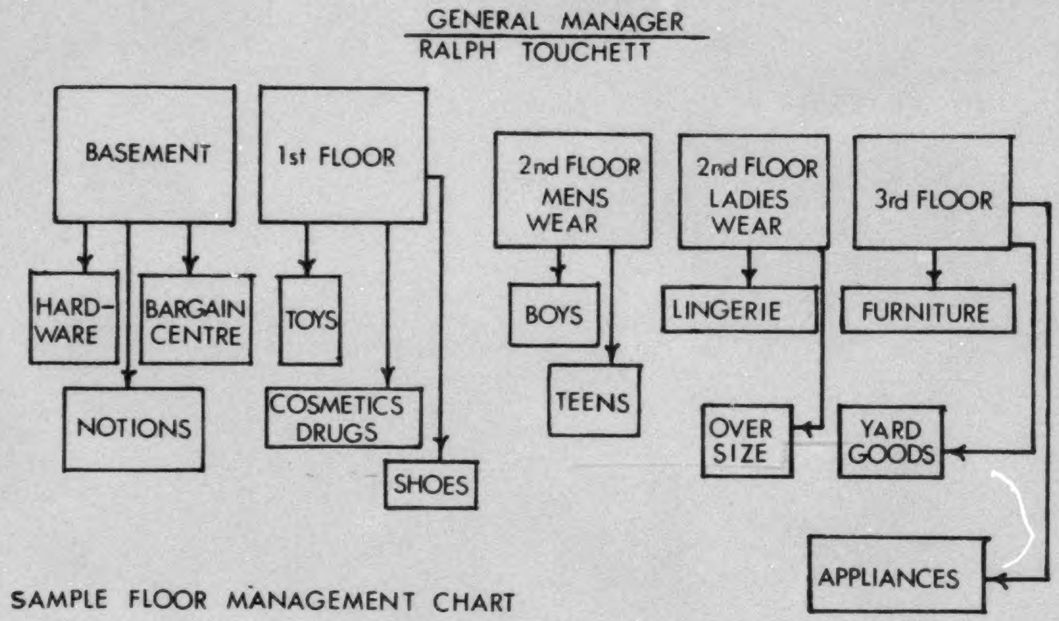
____

c. Which item decreased, and then increased in 1971-1973?

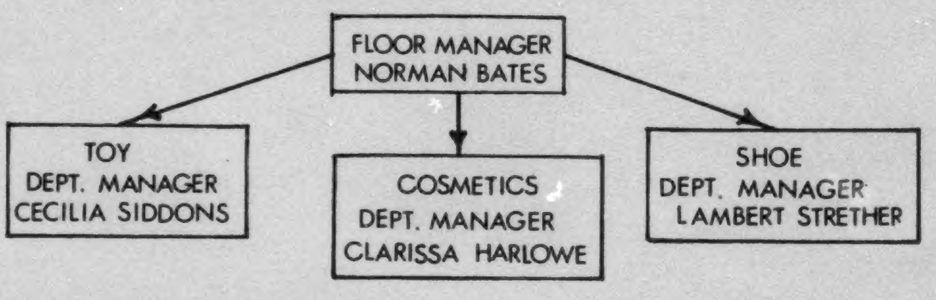
____

(3) 6. Use the following charts to answer the questions that follow. 3

STORE ADMINISTRATIVE CHART



SAMPLE FLOOR MANAGEMENT CHART



a. Which floor does Norman Bates manage? ____________

____

b. How does the second floor differ from the other floors in its organization?

____

c. Where does Clarissa Harlowe work? ____________

Skills Check 2

SCORE	CRITERION	DECISION
	14/15	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(1) 1. How are charts and tables used in communications? 1

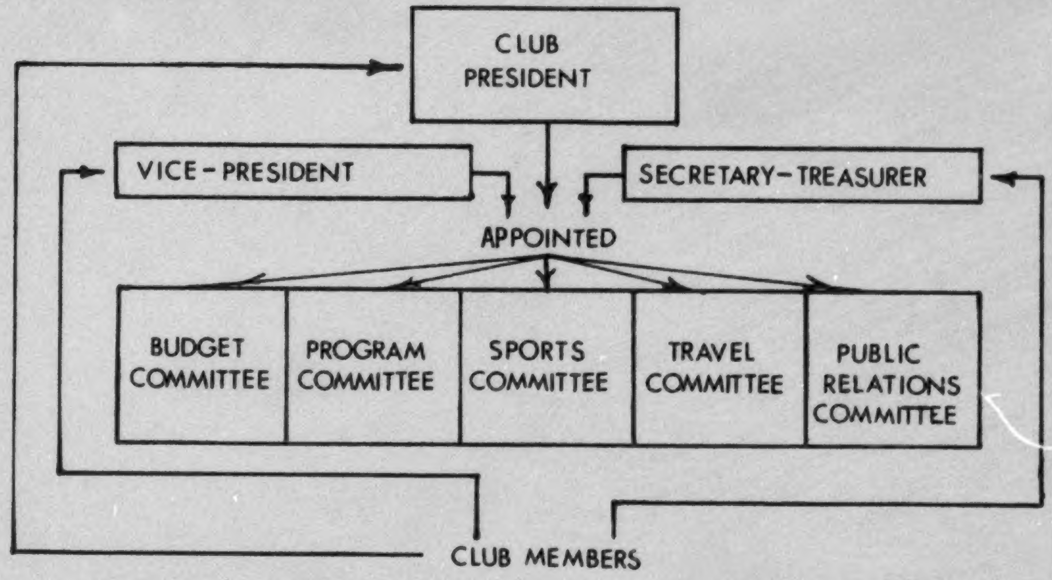
____

____

(2) 2. What kind of information is given on the following chart?

____

____



(2) 3. What information is recorded on this table? 2

____

____

	1971	1972	1973
Maclean's Magazine	6.3	8.1	8.7
Time Magazine	10.4	10.6	11.4

Percentage of Canadian families subscribing

(3) 4. On the chart given in question 2, find the following: 3

a. What executive officers are elected? __________

____

b. How many committees are there? __________

____

c. How are committees chosen? __________

____

(3) 5. On the table given in question 3 (above) find the following information: 3

a. When was Maclean's circulation the highest? _____

b. Which magazine had the largest overall increase in the years covered?

____

c. How much more of the market did Time have than Maclean's in 1972?

____

(4) 6. Use the following tables to answer the questions below: 3

	Best Sellers - (June 10-16)	last week
1.	Jonathan Stanley Seaturtle (Wagner)	1
2.	The Sensation of Falling (Powers)	4
3.	The Sun and Tuppence (Malm)	8
4.	A Trolley Called Transgression (Willson)	2
5.	Sighs and Whispers (Bergman)	10
6.	Surface Tension (Herbert)	3
7.	Outcry (Mandily)	5
8.	Haunted Harvest (Tyron)	6
9.	Upsy-Daisy (Roth)	9
10.	Journey's End (Bottomley)	-

(Author's name in brackets after title.)

	Best Sellers - (July 8-14)	last week
1.	The Sensation of Falling (Powers)	1
2.	The Sun and Tuppence (Malm)	3
3.	Journey's End (Bottomley)	6
4.	Upsy-Daisy (Roth)	4
5.	Jonathan Stanley Seaturtle (Wagner)	5
6.	Sighs and Whispers (Bergman)	2
7.	Outcry (Mandily)	7
8.	Humpty-Dumpty's Revenge (Sawyer)	9
9.	Afternoon of a Prawn (Debussy)	-
10.	Never Pass Into Nothingness (O'Shea)	10

a. What new books appeared on the list during July 8-14?

____

b. What book maintained its position between June 10 and July 14?

____

c. Did Sighs and Whispers go up on the list after June 16?

____

d. What books went off the list between June 16 and July 8?

____

Answer Key

Skills Inventory

1. Charts are a visual way to give information in a compact and organized form. Charts show a lot of information in a small space. They are organized and easy to use.
   (T.J. - wording may vary)
2. The chart records the hours a staff must work, the days they must work, and the particular days they have off.
3. The table records different makes of cars and shows the five extra features in standard or optional equipment on each make of car.
4. a. Friday, Saturday
   b. Axel
   c. 20 hours
5. a. Rambolet
   b. Power disc brakes
   c. Power steering
6. a. Melanie Wilkes, 1973
   b. Sally Bowles
   c. Melanie Wilkes, Dubchenko

Skills Check 1

1. Charts are a visual way to give information in a compact and organized form. Charts and tables are useful reference guides since they contain much information which is easy to follow and takes up very little space.
   (T.J. - wording may vary)
2. The chart records the number of the rental car, who rented it, for how much time, and on what day.
3. The table records the percentage of money spent in terms of the consumer dollar on housing, food, clothing, transportation and utilities in the years 1971-1973 inclusive.
4. a. From 4:30 p.m. August 19th till 1:00 p.m., August 20th
   b. 53 hours
   c. Terry Wenzel
5. a. Food
   b. Clothing
   c. Housing
6. a. 1st floor
   b. The floor is divided between men's and ladies' wear.
   c. In the cosmetic department.

Skills Check 2

1. Charts and tables are used as reference guides in communications because they are comprehensive and compact.
   (T.J. - wording may vary)
2. The chart shows the executive structure of a club and the special committees within the club.
3. The table shows the percentage of Canadian families subscribing to the Maclean's and Time magazine in the years 1971-73 inclusive.
4. a. President, vice-president and secretary-treasurer.
   b. 5
   c. They are appointed by the executive.
5. a. 1973
   b. Maclean's
   c. 2.5%
6. a. Humpty-Dumpty's Revenge, Afternoon of a Prawn, Never Pass into Nothingness
   b. Outcry
   c. No
   d. A Trolley Called Transgression, Surface Tension, Haunted Harvest

GENERIC SKILLS

●

READING

I B - REFERENCE SKILLS

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherches et de développement en formation

Skills Record

DATE ________

GENERIC SKILL Use reference materials effectively

PREREQUISITE SKILL UNITS R I A

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Locate basic information in books, e.g., copyright, publisher, author, glossary, appendix, preface. 2. Using the table of contents and/or the index of a book as reference, write the page number for given topic. 3. List several methods to learn effectively from books. 4. List encyclopedias, dictionaries, atlases, maps and globes as reference materials. 5. State the main use of encyclopedias, dictionaries and atlases. 6. Write the volume numbers and page numbers for a given topic using the index of an encyclopedia as reference. 7. Identify and list title cards, author cards and subject cards from examples. 8. List the title, author's name, publisher and call number of a book using the title card as reference. 9. Use title cards, author cards and subject cards to find given books in the library. 10. Go to the library, find and borrow a given book and return it in accordance with proper library procedures.				

INSTRUCTOR'S COMMENTS ________

DATE COMPLETED ________ INSTRUCTOR'S INITIALS ________

Skills Inventory

OBJECTIVE NUMBER

Before beginning get a copy of each of:
1. Refresher Mathematics.
2. Vocational English Book One.

(3) 1. Write the following information about Refresher Mathematics. — 1

a. Author's name. ____________________

b. Year of publication of this edition. ____________________

c. Name of the publisher. ____________________

(7) 2. Given this list of the parts of a book, number these parts in the order that they come in Refresher Mathematics. If they are not in the book write "none". — 1

a. Index ____________________

b. Glossary ____________________

c. Appendix ____________________

d. Title Page ____________________

e. Preface ____________________

f. Table of Contents ____________________

g. Copyright Page ____________________

(3) 3. Write the page numbers of the following topics in Vocational English Book One, using the table of contents as reference. — 2

a. Unit 6 - Pretest ____________________

b. Agreement of Subject and Predicate ____________________

c. The Parts of a Letter ____________________

(3) 4. Write the page numbers of the following topics from Vocational English Book One, using the index as reference. — 2

a. Comma in Series ____________________

b. Addressing Letters ____________________

c. Topic Sentences ____________________

(3) 5. List three ways of learning effectively from a textbook. 3

a. ______________________________

b. ______________________________

c. ______________________________

(3) 6. List three types of materials which are usually called reference materials. 4

a. ______________________________

b. ______________________________

c. ______________________________

(3) 7. Write the name of one of each of the following: 4

a. An encyclopedia: ____________________

b. An atlas: ____________________

c. A dictionary: ____________________

(3) 8. State the main use of each of the following: 5

a. Encyclopedia: ____________________

b. Dictionary: ____________________

c. Atlas: ____________________

(1) 9. In any set of encyclopedias find the volume which covers topics under "S" and write the beginning page number of the article on "The Sun". 6

Page number ____________________

Name of encyclopedia ____________________

(3) 10. List the three common types of index cards used in libraries to catalogue the books and other materials. 7

a. ______________________________

b. ______________________________

c. ______________________________

(3) 11. Here are three examples of index cards. Identify each by name. 7

a.

VOCATIONAL EDUCATION - UNITED STATES

LC Marland, Sidney Percy
1030 Career education: a proposal for refrom.
.M28 New York, McGraw-Hill, 1974.

334 p. figs., charts, index.
Includes bibliographic refs.

1. Vocational education - United States.
2. Career education.

11671

__________________ card

b.

CAREER EDUCATION

LC Marland, Sidney Percy
1030 Career education: a proposal for reform.
.M28 New York, McGraw-Hill, 1974.

334 p. figs., charts, index.
Includes bibliographic refs.

1. Vocational education - United States.
2. Career education.

11671

__________________ card

c.

LC 1030 .M28

Marland, Sidney Percy
Career education: a proposal for reform.
New York, McGraw-Hill, 1974.

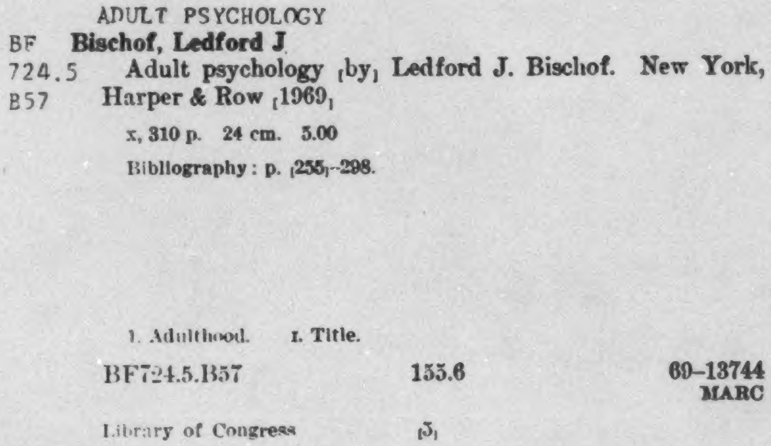
334 p. figs., charts, index.
Includes bibliographic refs.

1. Vocational education - United States.
2. Career education.

11671

________________ card

(6) 12. Look at this card. 8



ADULT PSYCHOLOGY

BF 724.5 B57

Bischof, Ledford J

Adult psychology [by] Ledford J. Bischof. New York, Harper & Row [1969]

x, 310 p. 24 cm. 5.00

Bibliography: p. [255]-298.

1. Adulthood. I. Title.

BF724.5.B57 155.6 69-13744 MARC

Library of Congress [5]

a. What kind of index card is it? ____________

b. What is the name of the book? ____________

c. What is the name of the publisher? ____________

d. What is the name of the author? ____________

e. What year was it published? ____________

f. What is the call number of the book? ____________

(2) 13. Ask your instructor to give you an index card and then go to the library and borrow the book described on the card. 9, 10

Learning Resources

MEDIA	TITLE	OBJECTIVE								
		1	2	3	4	5	6	7	8	9
W	Cambridge, Work-a-Text,									
	English 1, pages 105-113							✓	✓	✓
	102	✓	✓							
	109				✓	✓	✓			
	111				✓	✓				
W	Work-a-Text in English,									
	Book 2, pages 103-115	general								
	105	✓	✓							
	107				✓					
W	Essentials in English,									
	First Book, pages 137-140							✓	✓	✓
W	Essentials in English,									
	Second Book, pages 141-145							✓	✓	✓

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT
F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP
I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK
TP - AUDIO TAPE
VTR - VIDEO TAPE
SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	40/43	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Before beginning get a copy of each of:
1. Refresher Mathematics.
2. Vocational English Book One.

(3) 1. Write the following information about Vocational English Book One. — 1

a. Names of the authors. ____________________

b. Year of publication. ____________________

c. Name of the publisher. ____________________

(7) 2. Given this list of the parts of a book, number these parts in the order that they come in Vocational English Book One. If they are not in the book, write "none". — 1

a. Glossary ____________________

b. Index ____________________

c. Table of Contents ____________________

d. Copyright Page ____________________

e. Preface ____________________

f. Title Page ____________________

g. Appendix ____________________

(3) 3. Write the page numbers of the following topics in Refresher Mathematics using the table of contents as reference. — 2

a. Banking ____________________

b. Measure of Time ____________________

c. Division of Decimals ____________________

(2) 4. In Vocational English use the index to find the page numbers of the following. — 2

a. using guide words in a dictionary ____________

b. rules for using commas in a series __________

(4) 5. List four things you can do to learn effectively from a textbook. 3

a. ____

b. ____

c. ____

d. ____

(3) 6. List 3 types of materials in libraries which are usually referred to as reference material. 4

a. ____

b. ____

c. ____

(3) 7. Write the name of one of each of the following in the school or college library: 4

a. An encyclopedia: __________________________

b. A dictionary: __________________________

c. An atlas: __________________________

(3) 8. State the main use of each of the following: 5

a. Encyclopedia: __________________________

b. Dictionary: __________________________

c. Atlas: __________________________

(1) 9. In any set of encyclopedias find the volume which covers topics under "C" and write the beginning page number of the section on "Canada". 6

Name of encyclopedia __________________________

Volume __________________________

Page number __________________________

(3) 10. List the three types of index cards used in libraries to catalogue the books and other materials. 7

a. ____________________

b. ____________________

c. ____________________

(3) 11. Here are three index cards. Identify each by name. 8

a.

ROGERS, DAVID J. AND SILVERSTEIN, CHARLES

HF Rogers, David J.
7395.C8 Coaching in a manpower project by David J.
R Rogers and Charles Silverstein. Chicago,
YMCA of Metropolitan Chicago, (1970.).

118 p.

____________________ card

b.

COACHING IN A MANPOWER PROJECT

HF Rogers, David J.
7395.C8 Coaching in a manpower project by David J.
R Rogers and Charles Silverstein. Chicago,
YMCA of Metropolitan Chicago, (1970?).

118 p.

____________________ card

c.

VOCATIONAL GUIDANCE

HF Rogers, David J.
7395.C8 Coaching in a manpower project by David J.
R Rogers and Charles Silverstein. Chicago,
YMCA of Metropolitan Chicago, (1970?)

118 p.

____________________ card

(6) 12. Look at this card. 8

SCIENCE

T **Crouse, William Harry,** 1907–
48 Understanding science. Illustrated by Jeanne Bendick
C7 and Dabney Mahanes. 3d ed., rev., and enl. New York,
1963 Whittlesey House [1963]

224 p. illus. 24 cm.

1. Technology — Juvenile literature. 2. Science — Juvenile literature. I. Title.

T48.C7 1963 j 600 62—21877 ‡

Library of Congress [63i10]

a. What kind of library index card is it? __________

b. What is the title of the book? __________

c. Who is the publisher? __________

d. Who is the author? __________

e. What year was it published? __________

f. What is the call number of the book? __________

(2) 13. Demonstrate that you can use a title card to find a given book in the library and borrow the book by following the procedures of the library. Ask your instructor to give you an index card for this question.

9, 10

Skills Check 2

SCORE	CRITERION	DECISION
	30/33	Y N TJ

DATE ____________________

			OBJECTIVE NUMBER
		Before beginning get a copy of: Better and Faster Reading	
(3)	1.	Write the following information about the above book.	1
		a. Name of the author. ____________________	
		b. Year of publication. ____________________	
		c. Name of the publisher. ____________________	
(7)	2.	Given this list of the parts of a book, number these parts in the order that they come in Better and Faster Reading. If they are not in the book write "none".	1
		a. Glossary ____________________	
		b. Index ____________________	
		c. Table of Contents ____________________	
		d. Copyright Page ____________________	
		e. Preface (or Introduction) ____________________	
		f. Title Page ____________________	
		g. Appendix ____________________	
(3)	3.	Write the page number of the following topics, using the table of contents as reference.	2
		a. Sentence Order ______	
		b. Pronouns ______	
		c. Quotation Marks ______	
(4)	4.	Use the index to find the page number of the following:	2
		a. Compound Sentence ______	
		b. Indefinite Pronoun ______	
		c. Abbreviations ______	

d. Dangling Participle ____

(2) 5. Briefly explain how you use textbooks to learn. 3

____

____

____

____

(3) 6. List three types of reference materials and their uses. 4, 5

____

____

____

(2) 7. In any set of encyclopedias, find the volume and page for the following topics. 6

a. Sir John A. MacDonald ____

b. New Zealand ____

(3) 8. List the three types of index cards used in libraries to catalogue books and other materials. 7

a. ____

b. ____

c. ____

(4) 9. Look at this card and answer these questions. 8

JOB SATISFACTION

HF Dowling, W. F.
5549.5 "How to get ahead with your boss".
.J63
.D6

a. What kind of library index card is it?

____

b. What is the title of the book?

____

c. What is the card number of the book?

____

d. What is the name of the author?

____

(2) 10. Demonstrate that you can use a title card to find a given book in the library and borrow the book by following the procedures of the library. Ask your instructor to give you an index card for this question. 9, 10

____

____

____

____

____

____

Answer Key

Skills Inventory

1. a. E.I. Stein
   b. 1970
   c. Allyn and Bacon Inc.
2. a. 5 d. 1
   b. none e. 3
   c. none f. 4
   g. 2
3. a. 177
   b. 108
   c. 197
4. a. 79
   b. 211-212
   c. 179-181, 184
5. a. Understand assignment or purpose for reading textbook.
   b. Skim quickly for information.
   c. Reread slowly and make notes.
   (Others: T.J.e.g., Test yourself on what you learned.)
6. a. encyclopedias
   b. dictionaries
   c. atlases and maps
7. (T.J.)
8. a. general reference
   b. word meaning
   c. map reference
   (Others T.J.)
9. (T.J.)
10. a. author card
    b. title card
    c. subject card
11. a. subject card
    b. title card
    c. author card
12. a. title
    b. Adult Psychology
    c. Harper & Row
    d. Ledford J. Bischof
    e. 1969
    f. BF 724.5B57
13. (T.J.)

Skills Check 1

1. a. A.E. Jochen
   B. Shapiro
   b. 1968
   c. Globe Book Co. Inc.
2. a. none
   b. 5
   c. 4
   d. 2
   e. 3
   f. 1
   g. none
3. a. 565
   b. 405
   c. 182
4. a. 31-33
   b. 79
5. a. Understand the assignment.
   b. Skim first.
   c. Reread and make notes.
   d. Test yourself on what you have learned.
6. a. encyclopedias
   b. dictionaries
   c. atlases
7. (T.J.)
8. a. general reference
   b. word meaning
   c. map reference
9. (T.J.)
10. a. author card
    b. title card
    c. subject card
11. a. author
    b. title
    c. subject
12. a. subject
    b. Understanding Science
    c. Whittlesey House
    d. W.H. Crouse
    e. 1963
    f. T48.C7
13. (T.J.)

Skills Check 2

1. a. R.K. Alger
   b. 1971
   c. Cambridge Book Co. Inc.
2. a. none
   b. none
   c. 3
   d. 2
   e. 4
   f. 1
   g. 5
3. a. 59
   b. 70
   c. 116
4. a. 30, 31, 46, 48
   b. 5
   c. 106, 107
   d. 62, 63
5. Understand assignment or purpose for reading textbook.
   Skim quickly for information.
   Reread slowly and make notes.
   (Others: T.J.e.g., Test yourself on what you learned.)
6. a. encyclopedias for general reference
   b. dictionaries to look up the meaning of words
   c. atlases for map reference
7. (T.J.)
8. a. author
   b. title
   c. subject
9. a. subject
   b. "How to get ahead with your boss"
   c. HF 5549.5
      .J63
      .D6
   d. W.F. Dowling
10. (T.J.)

GENERIC SKILLS

•

READING

II B - WORD MEANING

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ________

GENERIC SKILL Determine word meaning by using a dictionary, choosing synonyms and selecting meanings of words in context.

PREREQUISITE SKILL UNITS R II A

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. List the common uses of a dictionary. 2. Use the dictionary to look up the underlined word in each of the sentences. Write the meaning as it is used in that sentence. 3. Write a synonym for each of the words underlined in a sentence. 4. Select the meaning of words as used in the context of sentences and paragraphs.				

INSTRUCTOR'S COMMENTS ________

DATE COMPLETED ________ INSTRUCTOR'S INITIALS ________

Skills Inventory

OBJECTIVE NUMBER

(4) 1. List four common uses of a dictionary. 1

____

____

____

____

(10) 2. Use a dictionary to look up the meaning of the underlined word in each sentence. Write the meaning of the word as it is used in that sentence. 2

a. "Miss Murphy, please extract the Johnson letter from the file."

____

b. The decision was made to extend the length of the contract.

____

c. Mrs. Sheldon is in the export trade.

____

d. The directions were brief but explicit.

____

e. Two dollars is a paltry donation for a millionaire to make.

____

f. Mrs. Woggle's primary reason for taking the trip was business.

____

g. The new crew only had a rudimentary knowledge of the procedures.

____

h. He has been given enough scope to move around.

____

i. They placed the struts at the angle the plans showed.

____

j. The boat was too large for the berth.

____

(8) 3. Write a synonym for each underlined word in these sentences. 3

a. Please do not pause for a second before repairing that leak. ______________

b. There is nobody more obstinate than my supervisor. ______________

c. A lumberman must have a great deal of vigor. ______________

d. The thieves took the change from our coffee fund. ______________

e. The new road was bumpy. ______________

f. The crew began to grumble about working conditions. ______________

g. We need to establish new markets in your city. ______________

h. The far office is now vacant. ______________

(10) 4. From the list below write the word(s) that explain what the underlined word in each sentence means. 4

easily bent rude caused speed money

interfere with late free live false appearance

a. The wound inflicted by the arrow was deep in the flesh. ______________

b. Behind the facade of happiness, there was a sad and lonely man. ______________

c. People in the north subsist on fish and meat. ______________

d. Mike took all the currency from his wallet to pay for his new coat. ______________

e. The boy was usually very uncouth,

but he could be polite when he wanted. ______________

f. He expected his father to thwart his plans but instead he helped him. ______________

g. My uncle drove the snowmobile with such velocity he won the race. ______________

h. The leather in my new boots is supple but my old boots are still stiff. ______________

i. John is always dilatory, but his sister is always on time. ______________

j. The men tried to release the prisoners, but the guards caught them. ______________

(4) 5. Read the passage and choose the meanings for the underlined words. Circle the correct answer. 4

There are many people in this country - over 20 million. Among this multitude of people are many different types. Some are quite affluent, but many are so poor that they barely have enough to survive. Some people make their homes in the country, while others reside in urban areas.

a. A multitude is a (citizen, large group, machine, mixture).

b. Affluent means (capable, fat, happy, wealthy).

c. Reside means (hide, live, remain, work).

d. Urban means (city, empty, farm, modern).

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
SDS	Skill Development Series,	✓	✓	✓	✓				
	Booklets IIA, IIB, IIC								
W	Essentials in English,								
	First Book, pages 112-118	✓	✓						
	pages 125-127			✓					
T	Better and Faster Reading								
	pages 67-68			✓					
	pages 51-94	general							

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW UP

Skills Check 1

SCORE	CRITERION	DECISION
	27/29	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(4) 1. List four common uses of a dictionary. 1

____

____

____

____

(6) 2. Use a dictionary to look up the meaning of the underlined word in each sentence. Write the meaning of the word as it is used in that sentence. 2

a. The staff members took turns running the canteen.

____

b. Will you amplify that statement so I can understand it?

____

c. The salesman showed his line to the buyers.

____

d. Mr. and Mrs. Beeson tried to think of new ways to promote their business.

____

e. The bank sent a notice of overdraft.

____

f. The office was in a state of crisis when two secretaries quit.

____

(8) 3. Write a synonym for each underlined word in these sentences. 3

a. The call of the loon frightened me. __________

b. A girl who goes into a cave alone must be brave. __________

c. George went down to the brook to fish for trout. __________

d. The policeman looked at the large crowd in disbelief. __________

e. Teasing does not make her angry. __________

f. The two nurses on duty had a terrible spat. __________

g. The man came to repair the washing machine. __________

h. He hoped he could make the payments so they wouldn't have to repossess the car. __________

(5) 4. From the list below choose another meaning for each of the underlined words in the sentences. 4

trembled put up kept trying constant scared

a. Any man might feel timorous if he had to find himself a bed in a hollow log on a dark night. __________

b. A high tower had been erected so that the forest ranger could see over a large area of country. __________

c. David persisted in his attempts to find his canoe although every effort failed. __________

d. Nan quailed at the thought of walking home alone. __________

e. The insistent voice of the mosquitoes kept him from going to sleep. __________

(6) 5. Read the paragraph and then circle the meaning of the underlined words in the list that follows. 4

The lawyers had concluded their case. Now the jury was isolated in a room where they could decide their verdict in complete privacy. One jury member pointed out that although most of the evidence was plausible, some of it was difficult to believe. Most of the facts agreed with each other, but some were contradictory. After several hours, the jury decided that the man was guilty. Most jurors wanted to be lenient; others preferred a harsh sentence. After many hours the discussion finally terminated.

a. Concluded means (began, ended, given, decided).

b. Isolated means (seated, alone, kept cool, upset).

c. Plausible means (acceptable as true, pleasant, false, hard to understand).

d. Contradictory means (in disagreement, true, false, impossible to believe).

e. Lenient means (strict, mild, finished, punishing).

f. Terminated means (began, ended, continued, decided).

Skills Check 2

SCORE	CRITERION	DECISION
	32/34	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(4) 1. List four common uses of a dictionary. — 1

____

____

____

____

(8) 2. Use a dictionary to look up the meaning of the underlined word in each sentence. Write the meaning of the word as it is used in that sentence. — 2

a. They decided to cover the furnace room door with a metal plate.

____

b. A quick drink of water will slake your thirst.

____

c. The crash in the store room diverted our attention.

____

d. He rendered his cheque for payment.

____

e. They were afraid the bank might foreclose on the mortgage.

____

f. The controller was concerned about the rise in expenses.

____

g. Jack had never constructed a corn crib before.

____

h. Selling five vacuum cleaners in one day is quite a feat.

____

i. Grease will clog the gears of the machine.

____

j. He tried to sell that red velvet furniture suite.

____

k. The driver had to summon all his courage to go to the bottom of the lake.

____

l. Some kinds of bank deposits yield good interest.

____

(10) 3. Circle the word or words that have the same meaning as the underlined word in the sentence. 3

a. When the baby pinched the balloon, it burst.

bounced   broke   filled up   flew away

b. My family always eat breakfast in the forenoon.

sunlight   morning   summer   garden

c. Donald said, "That is a splendid book. I really enjoyed it."

pretty   terrible   big   wonderful

d. Nan looked for her lost pen, but she could not locate it.

find   lose   use   fill

e. The weighty box is very hard to life.

small   light   tall   heavy

f. The student put every answer down; he did not omit one.

see   draw   leave out   fill in

g. If you crease the paper, it will fit in the folder.

color open fold tear

h. We painted our fence an azure color.

pink blue yellow

i. This magazine has a condensation of the book.

short version subject matter conclusion program

j. The boy was discourteous to his mother.

strong intelligent rude considerate

(5) 4. Choose the correct word from the four below each sentence and write it in the blank space to fit the sense of the sentence. 4

a. The city grew up on a large ______________ where fishing boats could sail in from the sea.

lake pond harbour highway

b. Spring was coming and the ice had started to

______________.

soften freeze thicken return

c. In Nova Scotia there are fishing boats tied up at

every ______________ along the coast.

corner wharf airport department

d. A big generator provides ______________ for the lights of the whole village.

wiring groceries electricity water

e. Every year Queen Juliana sends 15,000 tulip bulbs

to be ______________ in Ottawa's parks.

distributed upset planted eaten

(7) 5. Write the word(s) that explains what the underlined word in each sentence means. Choose the meaning from the box below. 4

went down defeated believable
bright kept alone rich ended

a. After the troops were vanquished they fled into the jungle. ______________

b. Overnight the flood receded and the town was safe again. ______________

c. The Martins must be affluent because they have a boat and two cars. ______________

d. Joan believes in the good in people and always looks at the optimistic side of things. ______________

e. The murderer was isolated in a separate part of the jail. ______________

f. Do you think his story about the big fish is plausible? ______________

g. Dan felt disappointed when he got a notice with his pay cheque saying his employment was terminated. ______________

Answer Key

Skills Inventory

1. To find
   a. meanings of words
   b. spelling of words
   c. pronunciation of words
   d. different forms of words
   (Other answers: T.J.)
2. T.J.
3. T.J. These are some suggestions:
   a. wait
   b. stubborn
   c. strength
   d. stole
   e. rough
   f. complain
   g. start
   h. empty
4. a. caused
   b. false appearance
   c. live
   d. money
   e. rude
   f. interfere with
   g. speed
   h. easily bent
   i. late
   j. free
5. a. large group
   b. wealthy
   c. live
   d. city

Skills Check 1

1. To find
   a. meanings of words
   b. spelling of words
   c. pronunciation of words
   d. different forms of words
   (Other answers: T.J.)
2. T.J.
3. T.J. These are some suggestions:
   a. cry
   b. courageous
   c. stream
   d. stared
   e. mad
   f. fight
   g. fix
   h. take back
4. a. scared
   b. put up
   c. kept trying
   d. trembled
   e. constant
5. a. ended
   b. alone
   c. acceptable as true
   d. in disagreement
   e. mild
   f. ended

Skills Check 2

1. To find
   a. meanings of words
   b. spelling of words
   c. pronunciation of words
   d. different forms of words
   (Other answers: T.J.)
2. T.J.
3. a. broke
   b. morning
   c. wonderful
   d. find
   e. heavy
   f. leave out
   g. fold
   h. blue
   i. short version
   j. rude
4. a. harbour
   b. soften
   c. wharf
   d. electricity
   e. planted
5. a. defeated
   b. went down
   c. rich
   d. bright
   e. kept alone
   f. believable
   g. ended

GENERIC SKILLS

•

READING

III B - DETAILS

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ________

GENERIC SKILL Identify important details in a selection

PREREQUISITE SKILL UNITS R III A

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Identify statements as being true or false after reading a given selection. 2. Answer "what", "who", "when", "how" questions using factual information from an article. 3. List the facts in a selection that support a given statement. 4. Answer questions that require recall of given instructions or information.				

INSTRUCTOR'S COMMENTS ________

DATE COMPLETED ________ INSTRUCTOR'S INITIALS ________

Skills Inventory

OBJECTIVE NUMBER

(6) 1. Read these paragraphs carefully and then follow the directions at the bottom of the page. 1

Cheese

If you are a parent, teach your children to eat cheese when they are very young. Cheese gives you a great deal for your money. Most of the calcium children need in a day can be found in two glasses of milk and an ounce of cheese. Cheese is also an excellent substitute for expensive lean meat protein. And, to top that, expensive cheese is not as nourishing for children as inexpensive processed skim milk cheese. These cheaper processed cheeses have half the calories for half the price plus more calcium!

It takes eleven pounds of milk to make one pound of cheddar cheese. Some of the food value may be lost in the process of turning milk to cheese, but most of the calcium and protein remains in the cheese. So one ounce of cheese gives you as much calcium as one glass of milk. A child or an adult that does not like milk would be wise to eat cheese every day.

Here are six statements. Some are true, and some are false according to the information in the paragraph above. Put an F beside the ones that are False and T beside the ones that are True. DO NOT LOOK BACK.

_____ a. Expensive cheeses are as nourishing for children as processed skim milk cheese.

_____ b. It takes 11 pounds of milk to make 1 pound of cheddar cheese.

_____ c. An ounce of cheese provides all the calcium a child needs in a day.

_____ d. Processed skim milk cheese has fewer calories than more expensive cheeses.

_____ e. One ounce of cheese has as much calcium as a quart of milk.

_____ f. Cheese gives you a great deal for your money.

(4) 2. Read the short selection below and write the answers to the questions that follow. 2

The work of a forester covers a wide range of activities. Mainly they are concerned with the management, protection, and development of Canada's forests, ranges, and wildlife areas. Foresters usually specialize in one area of work such as timber management, fire control, wildlife management or outdoor recreation. These are just a few of the types of jobs. There are specialized jobs within each field. A forester working in timber management may map a location and estimate the amount of timber. They may plan and supervise the harvesting and cutting of trees.

a. What are some of the areas foresters can specialize in?

____

____

b. What are some of the things a forester working in timber management might do?

____

____

____

(3) 3. Under this paragraph write the details that support the underlined sentence in the paragraph. 3

The King Trapper Festival promises to hold a variety of events for the spectators. The competition is shaping up as a "bang-up show" because so many new prizes and events are being offered. There will be two or three events going on at one time; there won't be time for a dull moment. The new events that have been added are: muskrat skinning, bannock baking and animal calling. All the old events from past years are on - from the power saw competition, to the bird calling. A buckskin parade will start the three-day festival off, and a barn dance will end it. Some lucky trapper will walk away with the $1,000 King Trapper prize.

____

____

____

____

(6) 4. Read the label and underline the correct ending for each sentence on the next page. DO NOT LOOK BACK. 4

REMOVE GREASE SPOTS FROM SILKS, WOOLS, VELVETS, LACES, RAYONS, LINENS, TIES, RUGS, UPHOLSTERY, CURTAINS.

DIRECTIONS FOR USING NOSPOT:

Test hidden part of fabric with fluid to ensure color fastness.

LARGE ARTICLES:

1. Treat spot as soon as possible.
2. Brush soiled area to remove any loose dirt.
3. Place the stained area on a pad of soft cloth.
4. Dampen a pad of cotton or soft cloth with the solvent. Sponge the back of the stain with the pad. Repeated applications of only a small amount of solvent are better than a few applications of larger amounts.
5. Work from center of the stain toward its outside edge, using light brushing or tamping motions. Avoid hard rubbing. Sponge the stain irregularly around the edges so that there will be no definite line when the fabric dries.

SMALL ARTICLES:

Pour fluid into a basin to cover article. Immerse article repeatedly, then hang up to dry. If very soiled, repeat process with clean fluid.

UPHOLSTERY:

Apply Nospot to clean cloth. Rub lightly. Then rub with dry cloth.

CAUTION:

Keep out of reach of children. Contains 1, 1, 1 trichloroethane. Do not store in direct sunlight.

a. The Nospot label gives directions for cleaning:

1. large articles, small articles, and upholstery.
2. articles, areas, and postage stamps.
3. materials, spots, and other objects.

b. Spots should be treated with this fluid:

1. at any time.
2. as soon as possible.
3. after they have set in the cloth.

c. In order to get a spot out of a large piece of fabric, you should place a clean, dry cloth on the spot and use a pad soaked with Nospot to sponge:

1. beside the spot.
2. above the soiled area.
3. the back of the stain.

d. If the spot does not disappear at once:

1. use a different cleaner.
2. repeat the cleaning process.
3. use a cleaner cloth.

e. To clean a small article, pour the cleaning fluid into a basin and:

1. immerse the article repeatedly.
2. leave the article to soak overnight.
3. "feather out" the article quickly and hang it up to dry.

f. To clean upholstery, you should rub:

1. vigorously.
2. lightly.
3. not at all.

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
SDS	Skill Development Series	✓	✓	✓	✓				
	Booklet IIIB								
T	Better and Faster Reading	✓	✓	✓	✓				
	pages 116, 129-136, 145,								
	175, 190, 241								
W	Work-a-Text in English,	general							
	Book 1, pages 3, 5, 15								

MEDIA CODE -

T - TEXTBOOK
P1 - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	18/19	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

1

(6) 1. Read this story carefully and then follow the directions at the bottom of the page.

Yesterday's Doctors

Although the practice of modern medicine is worldwide, until recently there were still places where the tribal doctor was a medicine man. Medicine men used various methods to cure their patient, or a combination of methods.

Many of these "doctors" made medicinal brews from herbs, spices, and juices. Sometimes the brew was so concentrated that it was thick, black and strong smelling. Other brews were clear, light and fragrant. Not all of these brews were potions for drinking. There were the ones that were rubbed on parts of the sick person's body.

Two methods used by medicine men to drive the disease out of the sick person's body were dancing, and singing or chanting. The dances were often performed to scare off evil spirits. Chanting was used to scare off disease-causing evil spirits or to ask help from good spirits or certain gods.

Some medicine men tried physically to force the disease or evil spirit out of the sick person's body. Examples of this were when the medicine man, attempting to drive out disease, vigorously massaged or pounded on the ailing part of the person's body, or when he pinched or punctured parts of the person's body where the disease was believed to originate.

On the next page you will find six statements. Some are true, some are false according to the information in the paragraph. Put an F beside the ones that are False and T beside the ones that are True. DO NOT LOOK BACK.

_____ a. The medicine man usually had one way to cure his patients.

_____ b. Medicinal brews put the medicine man in a trance.

_____ c. Not all the brews were for drinking.

_____ d. Dancing and chanting were supposed to drive out the evil spirit.

_____ e. Some medicine men used physical force.

_____ f. Good spirits were asked to help.

(5) 2. Read the paragraph and answer the questions. 2

Young people who go right from school to a job do not realize how different the world of work can be. In school everything is planned for the benefit of students. At work, however, the primary purpose is the production of goods or services. The goals of the organization are the concern of all the employees. You are expected not to be late or absent. Not even a note from home will excuse you. At school your work is graded and you can still pass with a "D", but at work you can't get a low grade. Sometimes even a few errors can be serious, especially if they are repeated more than once. At work your rating may make the difference in your pay cheque every week. If you didn't get along with certain people at school, you could avoid them and even enjoy school. It's quite different in the world of work because the person you have a personality conflict with may be your supervisor. It may be hard to decide how to deal with this because the stakes are high. You have to meet the challenge: compromise or change jobs.

a. What are some of the ways work is different from school?

____

____

____

b. How can a person meet the challenge?

____

____

____

c. Why are ratings important at work?

____

____

____

(5) 3. Mary thinks blondes have more fun. She wants to dye her brown hair. Here are the directions she has to follow. Read them carefully, then answer the questions that follow. 3

EASY DIRECTIONS FOR SHAMPOOING IN
BRIGHT BLONDE HAIR COLORING

REMEMBER:
1. Do not use if you have had a permanent within 6 months.
2. Do not use if you have used hair coloring within the last year.

5 EASY STEPS:
1. Give yourself a skin test. Do this by rubbing a small amount of the solution on a small part of your arm. If your skin turns red within one hour do not use this product. You may be allergic to it.
2. If you have no reaction: Mix half of the solution in Bottle A with all of Bottle B.
3. Pour this over dampened hair and shampoo in. Rinse.
4. Repeat step 3 with rest of solution in Bottle A.
5. Wait 1 hour and rinse again until water runs clear. Now dry and set. You're a blonde! Go out and have some fun!

CAUTION: Keep out of reach of children. Harmful if swallowed.

a. What are the two important things to remember?

1. ____________________

2. ____________________

b. How many times is Mary to rinse her hair?

____

c. Which solution does Mary divide in half?

____

d. Why is Mary supposed to give herself the skin test?

____

(3) 4. Under the paragraph write all the details that support the underlined sentence in the paragraph. 4

I am lonely and unhappy most of the time now. Ever since I moved in to town and left my family, I have had no end of trouble. It was very hard for me to find a place to live at first. The place I do rent is very small and dingy, and the people above me are unfriendly. Also I have not been able to find any friends. I am shy so I have trouble talking to people. At first it was hard to get used to the city: I couldn't find my way around, I didn't know how to use the buses, and I didn't have anyone to go places with anyway. To make matters worse, I can't seem to find a job.

____

____

____

____

____

Skills Check 2

SCORE	CRITERION	DECISION
	19/20	Y N TJ

DATE ______________

OBJECTIVE NUMBER

1, 2

(10) 1. Read these paragraphs carefully and then follow the directions.

Some Facts About Bananas

Most Canadians enjoy eating bananas, but very few of us have seen them growing. Bananas grow on huge plants that sometimes grow as high as twenty-five feet. The leaves are also large and may be over ten feet long. They protect the plant from the hot sun.

Banana plants are not planted from seeds. New plants grow from small shoots at the side of the banana plant. The new plant grows very quickly. When it is about nine months old the blossoms appear. Each plant has one cluster of flowers from which one bunch of bananas grow. They look to us as if they are growing upside down. In three months the bananas are cut from the plant while they are green, and they ripen as they travel to where they will be sold. After the bunch of bananas is cut, the plant dies and the new shoots grow up to take the place of the old plant.

On the next page you will find six statements. Some are true, some are false. Put an F beside the ones that are false and a T beside the ones that are true. Do not look back at this page. There are four questions to answer. Answer the ones you can in the space provided. Leave out what you don't remember. Do not look back to answer the questions.

a. TRUE OR FALSE

____ 1. Bananas grow on little trees.

____ 2. Bananas are planted from seeds.

____ 3. The leaves protect the banana plant from the hot sun.

____ 4. Each plant has several bunches of bananas.

____ 5. A new banana plant grows quickly.

____ 6. Bananas grow upside down.

b. Answer in a sentence.

1. What happens to the banana tree after its bunch of bananas is cut?

____

____

2. What color are the bananas when they are cut from the tree?

____

____

3. How does the new banana plant begin to grow?

____

____

4. How long does it take bananas to grow from a new shoot?

____

____

(3) 2. Read this paragraph and then write all the details that support the underlined sentence. 3

There are ways for people who are shy to overcome their shyness. A shy person cannot force himself to be comfortable with people, but if he tries to forget about himself and concentrate on other people, it will be easier. The world needs good listeners. A shy person can become a good listener and maybe even learn something as well. If shy people feel they don't have anything interesting to say, they can ask other people about themselves. People who are not shy love to talk about themselves. Maybe the person who is shy may even find he is glad to be that way.

____

____

____

____

____

(7) 3. Read the story and write complete sentences to answer the questions following the story. Do not look back. 4

Defensive Driving

Mr. Steuart gave some tips for safe driving and some suggestions on how to become a better driver and a defensive driver.

First lesson says to buckle your seat belts before starting your car. Also, reset mirrors and adjust the seat. Check the "feel" of steering and brakes if the car is new to you.

On the road, always give yourself an "out" - a place to steer safely in case of danger. Dim lights and drive 10 miles per hour slower at night. Give yourself room to stop any time you're driving behind another car.

Tap the brake pedal to flash stoplights when you slow down. Don't move into another lane until you can see clear space in your mirror. Yield the right-of-way. The best place for the faulty driver is out of your way so give him lots of room.

Headlights are apt to need cleaning as well as the windshield. Ask the service station attendant to wash them as well as all the windows.

a. Why should you tap your brakes? ____________

____

____

b. When you want to change lanes, what should you do?

____

____

____

c. After getting into a car, what are four things you should do?

____

____

____

____

d. What speed should you drive at night? ____________

e. Where is the best place for a faulty driver?

____

f. Why should the headlights be washed? ____________

____

g. What did Mr. Steuart mean when he said, "Always give yourself an out?"

____

____

____

Answer Key

Skills Inventory

1. a. F d. T
   b. T e. F
   c. F f. T
2. a. timber management, fire control, wildlife management outdoor recreation.
   b. map a location, estimate the amount of timber, plan and supervise harvesting and cutting of trees.
3. There are many events: muskrat skinning, bannock baking, animal calling, power saw competition, bird calling, buckskin parade and a barn dance. There are other events from past years not listed.
   (T.J.)
4. a. 1 d. 2
   b. 2 e. 1
   c. 3 f. 2

Skills Check 1

1. a. F d. T
   b. F e. T
   c. T f. T
2. a. - In school everything is planned for the student. At work the purpose is to produce.
      - Being late or absent may mean losing your job.
      - Even a few errors can be serious at work.
      - Your rating may determine your pay.
      - It is a serious problem if you don't get along with the people at work.
      (T.J.)
   b. You can compromise or change jobs.
   c. The ratings may determine how much you get paid.
3. a. Do not use if you have had a permanent recently. Do not use if you have colored your hair recently.
   b. two times
   c. Bottle A
   d. To test to see if she is allergic to the product.
4. I left my family. I live in a small, dingy place. The people above me are unfriendly. I have not been able to find any friends. I am shy. I can't find a job.
   (T.J.)

Skills Check 2

1. a. 1. F 4. F
      2. F 5. T
      3. T 6. F
   b. 1. The old plant dies and new shoots grow up.
      2. They are green.
      3. It grows from new shoots at the side of the banana plant.
      4. It takes about one year.
      (T.J.)
2. Forget about yourself and concentrate on others. Become a good listener. Ask people about themselves.
   (T.J.)
3. a. You should tap the brakes to flash the stoplights.
   b. You should look in your mirror to see when a space is clear.
   c. After getting into a car, you should buckle your seat belts, reset mirrors, adjust the seat, and check the feel of steering and brakes.
   d. You should drive 10 miles per hr. slower at night.

3. e. The best place for a faulty driver is out of your way.
f. The headlights sometimes get dirty.
g. You should always look for a safe place to turn in case of an accident. (T.J.)

GENERIC SKILLS

●

READING

IV B - COMPARISONS

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ________

GENERIC SKILL Compare facts and ideas.

PREREQUISITE SKILL UNITS R IV A

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Compare a selection of several similar items from different catalogues, given ways of judging. 2. Compare two or more given directions, and identify how they differ. 3. Compare the ideas of two different writers on the same topic and show similarities and differences.				

INSTRUCTOR'S COMMENTS ________

DATE COMPLETED ________ INSTRUCTOR'S INITIALS ________

Skills Inventory

OBJECTIVE NUMBER

(4) 1. Look up any two component record players advertised in a current catalogue from Eaton's or Simpson-Sears and compare as to: 1

a. price,
b. number of pieces,
c. amplifier features,
d. type of turntable.

1	2

(5) 2. How do the following directions differ concerning: 2

a. temperature,
b. length of baking time,
c. type of pan,
d. preparation of pan,
e. removal from pan and cooling.

1	2

Baking Instructions:

Bake in an ungreased 8" square cake pan or a 9" round pan, in a preheated 200°C oven for 20 minutes, or until brown. Cool at least 15 minutes before removing from tin and frosting.

(Cont'd on next page)

Baking Instructions:

Preheat oven to 175°C. Pour batter into a well-greased tube pan, and bake for 45 minutes, or until firm to the touch. Remove from tube pan immediately. Let cool for at least 15 minutes before frosting.

(4) 3. Read the following passages and answer the questions at the end. 3

Sample X: Ego Employment Service is a very worthwhile place to go if you're looking for a job. They had a great many listings of jobs that I could apply for. The people there were really helpful. They seemed interested in making sure I found exactly the kind of job I wanted. One of the staff even helped me fill out my application forms. If I ever need a job again, I'll certainly go back there.

Sample Y: If you're looking for a job, don't bother going to Ego Employment Service. They seem to have a big listing of available jobs, but there was nothing I found of any interest. I suppose if you had the right qualifications, they might have a job for you. I wasn't very pleased with the staff there, either. They didn't seem to have much time for me. I won't bother ever going back there again.

a. How do the writers agree on the topic? __________

____

____

b. How do they disagree? ____________________

____

____

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
I	Instructor is responsible								
	for selecting, prescribing								
	and teaching from resources								
	available or preparing new								
	material as necessary.								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	13/14	Y N TJ

DATE ____________

OBJECTIVE NUMBER

(5) 1. Look up any two television sets advertised in a current catalogue from Eatons or Simpsons and compare as to: 1

- a. price,
- b. style (cabinet),
- c. size,
- d. color or not?
- e. special features?

1	2

(5) 2. Compare the washing instructions given below, on the basis of: 2

- i. method of washing,
- ii. water temperature,
- iii. warnings or prohibitions,
- iv. ironing instructions,
- v. drying instructions.

a. Laundering instructions: this article is machine washable. Use wash-and-wear setting, with water temperature 65°C. Do not use chlorine bleach. Hang to dry, or tumble-dry at warm air setting for no more than 10 minutes. Wash separately for first wash, as colors may run. Needs no ironing if hung to dry. Touch-up with iron at low setting.

b. Laundering instructions: Machine wash at 60°C. Lay flat to dry. Do not tumble dry. Do not use chlorine bleach. Do not dry clean. Avoid wringing. For best results wash by hand in a mild detergent. Avoid ironing.

1	2

(4) 3. Read the following passages and answer the questions at the end. 3

Sample X: Head Office is really messing our orders up lately. Why can't they learn to read? The new system is much better - more stream-lined - but our advantage in speed is lost if we have to keep returning items sent by mistake. Of course, the shipper has been in trouble lately, I realize that, so some of our problems rest there. But inefficiency at Head Office is our main problem.

Sample Y: We have a much better order system now, which should be providing us with quicker service. What's the problem? Well, mostly it stems from the fact that those making out the order forms are careless. They circle two color code numbers when only one is possible, for example. They just aren't using the new system properly. Our shipper is having union troubles, as well, which doesn't help matters. But, if our order forms were properly filled out, we'd still be able to improve service.

a. How do the two writers differ on this topic?

b. On what matters do the writers agree? ______________

____

____

Skills Check 2

SCORE	CRITERION	DECISION
	10/11	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(4) 1. Look up any two similar pieces of furniture advertised in a recent catalogue from Simpsons or Eatons and compare as to: 1

a. price,
b. style,
c. materials,
d. colors available.

1	2

(3) 2. Compare these two direction with regards to: 2

i. red lights,
ii. red lights with arrows,
iii. flashing arrows.

a. At signalized intersections, cars must stop for a red light. A right hand turn may be made only where there is a green arrow. At such intersections, cars need not stop, but must yield to through traffic, and to pedestrian traffic. A flashing green arrow in a particular direction means that cars may turn that way without stopping or yielding.

b. At signalized intersections, cars must stop for a red light, unless making a right-hand turn. In such cases, they need only yield to through traffic. However, at certain marked intersections, where there are special pedestrian traffic signals, cars may not make a right turn except on green light or green arrow. A flashing green arrow means that cars may turn in that direction without stopping or yielding.

1	2

(4) 3. Read the following two selections and answer the questions at the end. 3

X: Central Delivery is far better than our old delivery service. It employs younger men who are stronger, quicker and more efficient. Their delivery sheets are much easier to read, too. As far as routing goes, they take the deliveries in their most logical and efficient order.

Y: I'm dissatisfied with the service provided by Central Delivery. They employ younger men who just don't seem to care about their jobs or their customers. Sure they're strong, and fast, too, but they have a "couldn't care less" attitude which is annoying. Sometimes their so-called "efficient" routing is not efficient at all. They made two trips to Darcy's on Friday because they never picked up the second part of an order we were having transferred from Suffolk Hardware. And their delivery sheets, though easy to read, omit some information which can be vital in case an error is made.

a. How do X and Y differ on this topic?

b. How do X and Y agree on this topic?

Answer Key

Skills Inventory

1. (T.J.)
2. a. 200°C
   b. 20 mins.
   c. square or round pan
   d. ungreased
   e. Cool 15 mins. before removing from pan.

----

   a. 175°C
   b. 45 mins.
   c. tube pan
   d. well-greased
   e. Remove from pan immediately. Cool 15 mins.
3. a. Ego Employment Service has a big listing of available jobs.
   b. One writer feels that Ego Employment Service is an excellent place to look for a job while the other writer feels it is a poor place to job hunt.
   (T.J.)

Skills Check 1

1. (T.J.)
2. a. Machine wash using wash and wear setting.
   b. 65°C
   c. Do not use chlorine bleach.
   d. Needs no ironing if hung to dry. Touch up with iron at low setting.
   e. Hang to dry or tumble at warm air setting for no more than 10 mins.

----

   a. Machine wash. For best results, wash by hand in a mild detergent.
   b. 60°C
   c. Do not use chlorine bleach, dry clean or wring.
   d. Do not iron.
   e. Lay flat to dry; do not tumble dry.
3. a. The first writer feels that Head Office is messing up the orders. The second writer feels that the people making out the order forms are at fault.
   b. Both writers feel that the new order system is faster but they also feel it could be more efficient. Also, they realize that the shipper has been having union troubles.
   (T.J.)

Skills Check 2

1. (T.J.)
2. a. Cars must stop for a red light.
   b. A right hand turn may be made only when there is a green arrow. Cars must yield to through traffic and pedestrians.
   c. Cars may turn in the direction of the arrow without stopping or yielding.

----

   a. Cars must stop for a red light unless making a right hand turn.
   b. Cars can only make a right turn when there is a green light or a green arrow.
   c. Cars may turn in the direction of the arrow without stopping or yielding.
3. a. Writer X feels that Central Delivery is better than the old delivery service. Writer Y is dissatisfied with Central Delivery's service. Y feels that the young men that are employed don't care about their work and are often inefficient in the routing of their deliveries.

Also, the new delivery sheets omit some information which could be vital in case of error.

b. Both X and Y agree that the young men are stronger and quicker.

GENERIC SKILLS

●

READING

V B - WRITER'S INTENT

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ______

GENERIC SKILL Evaluate a writer's intent

PREREQUISITE SKILL UNITS R V A, L III A

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. State the purpose of a given written communication whether it be to inform, direct, request, persuade or entertain.				
2. Support the choice of a purpose of a given selection.				
3. Identify methods used by a writer to persuade and appeal to emotions by making opinions appear as facts, such as: a. transfer, b. card-stacking, c. testimonial, d. bandwagon.				

INSTRUCTOR'S COMMENTS ______

DATE COMPLETED ______ INSTRUCTOR'S INITIALS ______

Skills Inventory

OBJECTIVE
NUMBER

(2) 1. Here are two paragraphs. Below each, circle the author's main purpose for writing the selection. — 1

a. Ever since man first learned to use fire, his life has changed every time a new form of energy has been discovered. Other discoveries of ways to use energy which have changed man's way of living are: use of animals to carry loads, the steam engine, the electric generator and the internal-combustion engine. Today man is finding all kinds of ways to use atomic energy. Who knows what the energy of the future will be?

The purpose of this paragraph is to: (circle one)

i. persuade

ii. inform

iii. entertain

b. An old lady named Elsa Baker came into my office one day to apply for her old age pension. She didn't have any w[illegible] to prove how old she was, and the local courthouse [illegible] had a record of all the early births had burned down years ago.

Finally, I had an idea. I wrote to an old man who used to work in the courthouse many years ago. He knew everybody in this area. He was able to settle the question for me in this way.

"I don't know for sure how old Elsa is, but I think she was born around 1906. In 1914 we used to live near her farm and she used to bring us our eggs. I always pulled her pigtails. So she must have been about eight then to be big enough to deliver eggs but not big enough to sock me.

The purpose of this selection is to: (circle one)

i. persuade

ii. inform

iii. entertain

(3) 2. Read this paragraph and answer the questions. 2

There are two men who work in important positions in the office where I am a secretary. Everyone enjoys working with Mr. Freed but no one likes Mr. Sauer.

Mr. Freed is always thoughtful and considerate. When he wants something done, he'll ask, "Would you mind getting this information for me please?" Mr. Sauer is just the opposite. He usually shouts across the room, "Get me the memo, and hurry up." I usually work hard to get Mr. Freed's work done and often I will retype a letter if it is not perfect. Mr. Sauer just makes me feel frustrated. I usually leave his work until the end because I know he will find fault with it anyway.

a. Check the author's main purpose for writing this story.

_____ 1. informative

_____ 2. entertaining

b. Check the author's reason for writing this story.

_____ 1. to show how different people are

_____ 2. to complain about her job

_____ 3. to show courtesy is important when you are working with people

c. Underline a sentence in the paragraph that supports your choice in section b.

(5) 3. After reading the story, write the author's purpose and list four phrases or sentences from the story to support your answer. 2

It was a while before I realized I was alone on the street. There was not even a shaft of light from the houses that lined the block like quiet, still sentinels. I heard the man before I saw him - slow, deliberate footsteps. He made no effort to muffle them. The dark figure moved towards me. He moved slowly and with a quiet power. When he came under the street light, I saw a lean, hard face. His eyes were almost hooded in the shadow of his hat brim. But I could see them - endlessly searching from side to side. Watching. A sudden chill struck through me as I caught his glance and saw the menacing power in his eyes.

____

____

____

____

(4) 4. Read the selections from advertisements below and tell which of the methods of persuasion (transfer, testimonial, bandwagon, card-stacking) are used in each. 3

a. (Picture of an attractive young couple holding hands.) You, too, can have an exciting romance when you use Hand Velvet, the natural cream for your hands.

____

b. (Picture of a crowd of happy young people walking towards the camera; there is a picture of a bottle of whiskey at the side.)
Light drinkers are coming back for seconds. Join the crowd.

____

c. (Picture of a man in a white pharmacist's coat pouring pills into a bottle.)
Who knows better than thousands of druggists what you need when you have a headache? They recommend Payer's Pillies in nine out of ten cases.

____

d. (Picture of an easily recognized movie star.)
"I love comfort. That's why I always fly on Dogpatch United. Luxurious!"

____

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
SDS	Skill Development Series,	✓	✓	✓					
	Booklet VB								
T	Better and Faster Reading,								
	Chapter 6	general							
I	The instructor is respon-								
	sible for selecting, pre-								
	scribing and teaching from								
	resources available or								
	preparing new material as								
	necessary								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	8/8	Y N TJ

DATE ______________

OBJECTIVE NUMBER

(2) 1. Read these paragraphs; then circle the author's purpose below each selection. — 1

a. Chances are your family isn't getting enough of the right kind of foods every day. There is something you can do to solve all your nutrition problems. Give your family a tablespoon of Neutraday every morning and you will never have a nutrition problem again.

The author's purpose is to: (circle one)

i. inform

ii. persuade

iii. entertain

b. When I was a child my mother always gave us two choices at mealtime - take it or leave it. Somehow we never had any trouble making up our minds. Almost any meat we did have came in the form of meatballs. I always thought meatballs were a cut of meat off the cow like steak (which I never tasted). I suspect now most of my mother's meatballs were meatless because I don't like my wife's meatballs or anybody else's. They just don't taste like Mom's.

The author's purpose is to: (circle one)

i. inform

ii. persuade

iii. entertain

(2) 2. Read this paragraph and check the best answers at the end. — 1, 2

If our great-grandparents could suddenly come alive again, they would be amazed at the changes in travel in Canada. In their day, walking and riding on horseback were the fastest ways to travel. Today jumbo jets can carry close to three hundred people across the continent in a few hours. Most of us use cars, buses, and trains to get us from one place to another. Some of us may even fly. The early planes in the 1900's were single engine machines that carried one person; now we have machines that travel many hundreds of miles per hour. Who knows, maybe our grandchildren will be taking their vacations in outer space.

a. Check (✓) the author's purpose for writing this story.

____ 1. to ask how we will travel fifty years from now

____ 2. to tell how travel has changed in our country

____ 3. to tell about funny ways people used to travel

b. Check (✓) the sentence or sentences that support the purpose that you chose.

____ 1. People used to walk or ride on horseback but now they go by bus, car, and train.

____ 2. Jumbo jets carry hundreds of passengers across the ocean.

____ 3. The airplane has changed from a one-passenger machine in the early 1900's to today's jets that can carry many passengers.

____ 4. Airplanes in the early 1900's looked funny and could carry only one man.

(4) 3. After each of these statements write the propaganda device that is used (transfer, testimonial, bandwagon, or card-stacking). 3

a. Get a new Flyer bike; all the kids have them.

____

b. Miss Canada keeps lovely with Bee's Cream.

____

c. Smoke Mildews: the mildest smoke with the finest tobacco!

____

d. Your country needs your help. Be patriotic. Buy Canada Savings Bonds.

____

Skills Check 2

SCORE	CRITERION	DECISION
	7/7	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(3) 1. Read this story; then complete the items that follow. 1, 2

Charley Reid and Dave James have to take their wives to a movie tonight. The wives, Marsha Reid and Anne James, get to choose the movie.

Charley and Dave would rather stay home to play cards and drink beer. However, Marsha and Anne had won a bet and they intend to collect. The two husbands bet the two wives that they would beat them in cribbage. What Charley and Dave did not know was that Marsha and Anne had been taking cribbage lessons.

The men's mouths were watering because they were sure they would win. Their prize was to be treated like kings for a whole weekend with the wives cooking their favorite food, serving them breakfast in bed and waiting on them hand and foot all weekend.

Charley and Dave were the lunch hour champions at work. Imagine their surprise when the wives beat the socks off of them!

"O.K., men, let's go to the movie."

a. Check (✓) the reason the author wrote this story.

____ 1. to entertain you

____ 2. to persuade you in some way

____ 3. to give information

b. List at least two statements from the story which support your view of the author's purpose in writing the story.

____

____

____

____

(4) 2. Tell which of the following methods of persuasion are used by the author in the advertisements below: transfer, card-stacking, testimonial, bandwagon. 3

a. When Rick Speeder hits the corners, he wants the best: nothing but Goodspare tires.

____

b. Look around! You'll never find better prices, better products and better service than at Figby's Furniture Fair.

____

c. From Newfoundland to British Columbia, Canadians are wearing happy shoes made bright with Shino. Why not walk along with them?

____

d. (With a picture of a pretty girl holding a flower, and a large bottle on a table near her.)
You'll love it. Pour yourself a drink.

____

Answer Key

Skills Inventory

1. a. inform
   b. entertain
2. a. informative
   b. 3
   c. Everyone enjoys working with Mr. Freed but no one likes Mr. Sauer.
   (T.J.)
3. a. to entertain (by creating a frightening situation)
   b. 1. I was alone on the street.
      2. The dark figure moved towards me.
      3. His eyes were almost hooded...but I could see them...watching.
      4. A sudden chill struck through me.
   (Other answers: T.J.)
4. a. transfer
   b. bandwagon
   c. card-stacking
   d. testimonial

Skills Check 1

1. a. persuade
   b. entertain
2. a. 2
   b. 1, 3
3. a. bandwagon
   b. testimonial
   c. card-stacking
   d. transfer

Skills Check 2

1. a. 1
   b. What Charley and Dave did not know was that Martha and Anne had been taking cribbage lessons. The men's mouths were watering because they were sure they would win.
   (Other answers: T.J.)
2. a. testimonial
   b. card-stacking
   c. bandwagon
   d. transfer

GENERIC SKILLS

●

READING

VI B - FORMS

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ____________

GENERIC SKILL To be able to read forms accurately

PREREQUISITE SKILL UNITS R II A, B

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Identify a form as a standardized printed document with blank spaces for recording certain needed information. 2. Interpret terminology and abbreviations frequently found in forms. 3. Identify various kinds of forms by stating the kind of information to be recorded. 4. Identify pertinent information which is prerequisite to completing a form. 5. Answer factual questions about a given form. 6. Read and complete some common types of business forms.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(1) 1. A form is ______________________________ 1

(6) 2. a. Write the long form of these abbreviations.

Soc. Ins. No. ______________________

P.O. Box ______________________

del'd. ______________________

cat. no. ______________________

b. What do these words mean?

maiden name ______________________

marital status ______________________

(3) 3. Identify what kind of form each of the following is: (see following pages a, b, c) 3

a. ______________________________

b. ______________________________

c. ______________________________

(2) 4. a. Using the attached Accident Report Form, state the specific instructions which must be followed after the form is completed. 4

____

____

b. When should the form be completed? __________

____

(7) 5. Use the form given in question 3c to answer the following questions. 5

a. What kind of form is this? ______________

b. Who is supposed to fill it out? ____________

c. What kinds of information does it record? ______

____

d. Who inspected the vehicle? ____________________

e. When did he inspect it? ____________________

f. What remarks did he make? ____________________

____

g. Who runs the vehicle? ____________________

(10) 6. Fill out the Accident Report Form using a real or made up situation. 6

a.

Accident Report Form

Date of Accident ____________

SUPERVISOR'S REPORT OF ACCIDENT INVESTIGATION

PREPARE WITHIN ONE WORKING DAY OF THE ACCIDENT. DETACH AND KEEP THE YELLOW COPY. SEND BALANCE OF FORM INTACT TO MEDICAL DEPT.

> THIS FORM IS TO *REPORT* ACCIDENTS WITH A VIEW TOWARD PREVENTING THEM; NOT TO DETERMINE ANY DISCIPLINARY ACTION. OUR AIM IS TO *FIND* AND *REMOVE* THE *CAUSE*.

TO WHOM AND WHERE ACCIDENT HAPPENED	EMPLOYEE NAME	PAYROLL NO.	JOB TITLE
	ADDRESS		SOC. INS. NO.
	COMPANY/DIVISION	DEPARTMENT	BLDG. & FLOOR
	WHERE DID IT HAPPEN?	TIME	HOW MUCH TIME LOST?

INJURY AND TREATMENT	NATURE AND EXTENT OF INJURY	
	TREATMENT	
	WHERE WAS TREATMENT GIVEN?	BY WHOM?

DESCRIBE HOW ACCIDENT OCCURRED	

THE CAUSE	WHAT CONDITION CONTRIBUTED TO THIS ACCIDENT?	
	WHAT DID EMPLOYEE DO TO CONTRIBUTE TO THIS ACCIDENT?	

THE REASON(S) FOR IT	WHY DID THIS CONDITION EXIST?	
	HAS THE SAME TYPE OF ACCIDENT HAPPENED IN THIS SPOT BEFORE?	WHEN?

WHAT CAN BE OR HAS BEEN DONE TO PREVENT RECURRENCE	

SUPERVISOR'S SIGNATURE AND DATE ____________

Date to Safety Committee	*Action Taken*	*Date Completed*

b.

Radio-TV
Job Ticket

No. 2113

Date

Set Owner

Address

City	Apt.	Phone

Make	Model	Serial

Customer Complaint

Delivery For:	Estimate	Pickup By:	Delivery By:

Details of Major Labor

Repaired By:	☐ In Home ☐ In Shop

c.

MECHANIC'S INSPECTION REPORT

UNIT NO. 4/16

CREW OR DIST. #16

B CHECK

DATE: 19/4/75

INSPECTED BY: ~~HO~~ Moss

1.	COMPLETE A CHECK		
2.	CLEAN ALL BREATHERS		✓
3.	CHANGE ALL FILTERS		✓
4.	CLEAN ALL SCREENS		✓
5.	TIGHTEN HITCH PINS		
6.	ENGINE TUNE-UP	Adjust Valves, Injectors, C.K.	✓
7.		Plugs, Points, Timing	✓
8.	C.K. FRONT END AND STEERING		
9.	C.K. BRAKES	Emergency Brake	
10.	C.K. WHEEL BEARINGS		
11.	VISUAL CHECK OF HYDRAULIC SYSTEM	Hose, Connections, Condition of Fluid	✓
12.	CLEAN	Engine	
13.	C.K. DRIVE LINE		✓

GENERAL CONDITION OF UNIT: good running order

REMARKS: high fuel consumption should now be eliminated

MILEAGE OR HOURS: 02875

OPERATOR'S SIGNATURE: Randy Sheldine

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Vocational English,		✓		✓		✓		
	Book 2, Unit 7								
	pages 183-207								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	29/31	Y N TJ

DATE ____________

OBJECTIVE NUMBER

(1) 1. What is a form? ____________ 1

____

(8) 2. a. Write the long form of these abbreviations. 2

wt. ____________

ht. ____________

mar. ____________

div. ____________

sing. ____________

sep. ____________

wid. ____________

b. What does the word dependant mean on a form?

____

(3) 3. Identify what kind of form each of the following is: (see over page) 3

a. ____________

b. ____________

c. ____________

(2) 4. State the instructions which you must follow when completing the Goodsale Catalogue Co. order form. 4

____

____

(7) 5. Use the form given in 3c to answer the following questions: 5

a. What is this form for? ____________

b. Who is supposed to fill it out? ____________

c. What kinds of information does it record? ______

____

d. Who is requesting leave? ________________

e. What department does he work for? __________

f. Why does he want time off? ______________

____

g. Was his leave approved? ________________

(10) 6. Fill out the car mileage form using a made up person or yourself. 6

a.

GOODSALE CATALOGUE CO.

PLEASE PRINT YOUR ORDER CAREFULLY AND FOR EACH ITEM GIVE CORRECT SIZE, CATALOGUE NUMBER AND COLOUR NUMBER	DATE 19

CATALOGUE NO.	HOW MANY?	NAME OF ITEM	PAGE NO.	COLOUR NO.	COLOUR NAME	SIZE Width, etc.	PRICE Each, Yard, Pair, etc.	TOTAL PRICE
▽ 1	Q		P	C		S		
2	Q		P	C		S		
3	Q		P	C		S		
4	Q		P	C		S		
5	Q		P	C		S		
6	Q		P	C		S		

TOTAL OF ORDER ▶ $	
PROVINCIAL TAX ▶	
TOTAL AMOUNT ▶	

DO NOT SEND CASH THROUGH THE MAIL

AMOUNT OWING FROM A PREVIOUS CASH ORDER ▶	
AMOUNT ENCLOSED ▶	

MY NAME AND ADDRESS ARE . . .

Mr. Mrs. Miss ☐ ☐ ☐	FIRST NAME	FAMILY NAME	
ADDRESS (NUMBER AND STREET NAME)			APT. NO.
POST OFFICE OR CITY	ZONE	PROVINCE	
COUNTY	R.R. NO.	POST OFFICE BOX	
TELEPHONE NUMBER			

SPECIAL DELIVERY INSTRUCTIONS — IF ANY

IF YOU WISH THIS ORDER SHIPPED TO ANOTHER PERSON OR TO A DIFFERENT ADDRESS, PLEASE GIVE DETAILS HERE.

I HAVE MARRIED OR MOVED SINCE THE LAST ORDER — MY PREVIOUS NAME AND ADDRESS WERE . . .

NAME

ADDRESS

NAME OF HEAD OF HOUSEHOLD — FOR CATALOGUE MAILING LIST

PLEASE CHECK (√) APPROPRIATE BOX BELOW TO INDICATE METHOD OF PAYMENT.

☐ ACCOUNT (CHARGE, BUDGET, CONTRACT OR D.A.)

ACCOUNT No.

☐ CHEQUE OR MONEY ORDER ENCLOSED (PLEASE ADD 15c EXCHANGE TO YOUR CHEQUE.)

☐ C.O.D. →

C.O.D. ORDERS COST YOU MONEY

The Post Office, freight, express and transport companies charge you a collection fee on all C.O.D. shipments.

Avoid these charges by opening an ACCOUNT.

b.

CAR MILEAGE RECORD

CLAIMANT

DEPARTMENT

BRANCH

DIVISION

DATE 19__	TIME OF DEPARTURE	TIME OF ARRIVAL	FROM	TO PERSON OR COMPANY & ADDRESS	MILES DISTANCE	RATE

REASON FOR USE OF CAR AT HIGHER RATE -

APPROVED

c.

Application For Leave
Bankhurst College

LAST NAME (PRINT): PROUST
GIVEN NAME/INITIALS: MARC C
SI NO.: 4 0 1 3 8 9 6 5 2

DEPARTMENT: BASIC EDUCATION
BRANCH: PLANNING + EVALUATION
ATTENDANCE REPORT
For period from   To

CODE	REMARKS	FROM				TO			Total Working Days
		Hour	Day	Mo.	Yr	Hour	Day	Mo.	
33C	marriage leave	0800	4	9	75	1630	6	9	3

I request leave as stated above

M. C. Proust — Signature
Aug 24/75 — Date

Leave Recommended ☑ with pay ☐ without pay

Signature   Date

Approved by

Signature   Date

Skills Check 2

SCORE	CRITERION	DECISION
	29/30	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(1) 1. A form is ______________________________ 1

____

(6) 2. a. Write the long form of these abbreviations. 2

acc't. no. ____________________

pcs. ____________________

Prov. ____________________

max. ____________________

b. What do these words mean?

Christian name ____________________

applicant ____________________

(3) 3. Identify what kind of form each of the following is: (see over page) 3

a. ______________________________

b. ______________________________

c. ______________________________

(2) 4. State the instructions you must follow while completing the attached Purchase Order form. 4

____

____

(8) 5. Use the form given in 3a to answer these questions. 5

a. What company requests this form? __________

____

b. Who is supposed to fill it out? __________

____

c. What kinds of information does it record? ______

______

______

d. Who made the call? ______

e. Who was called? ______

f. What was the caller's number? ______

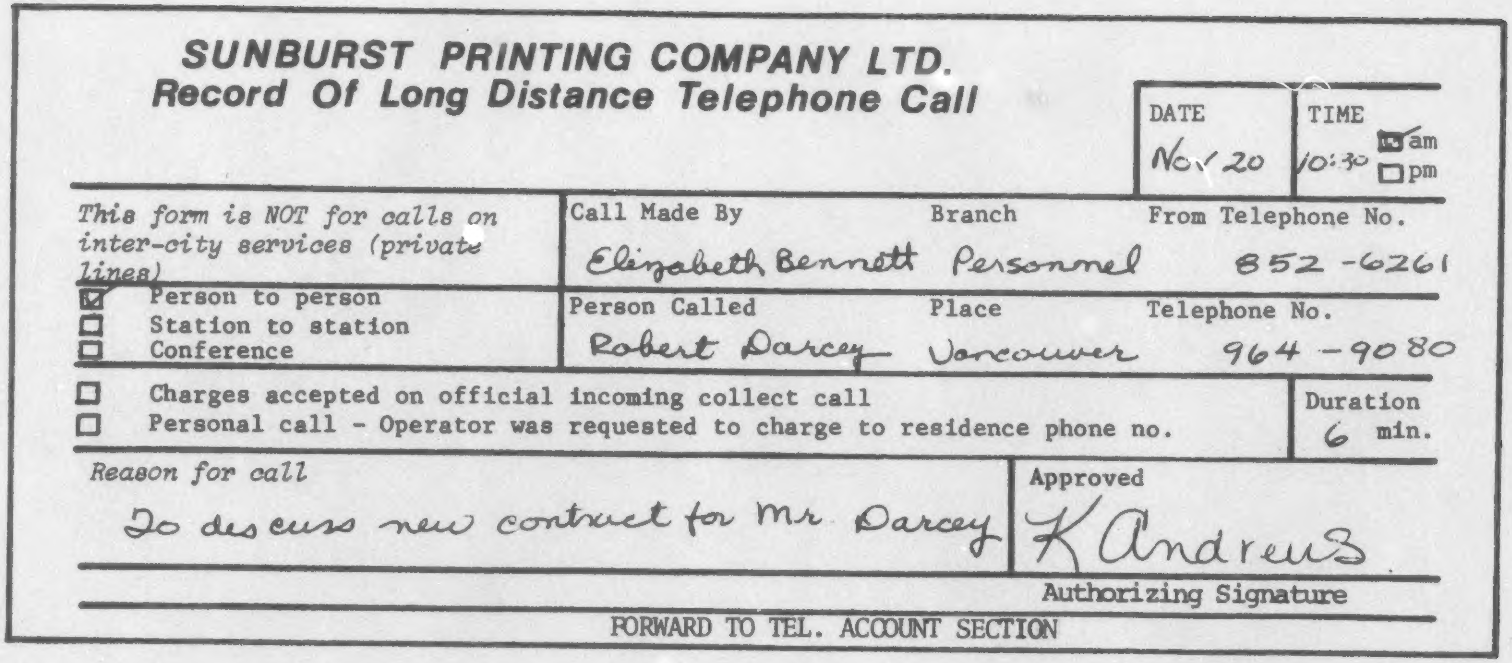
g. What time was the call made? ______

h. Where is the form to go when completed? ______

______

(10) 6. Fill out the Field Service Expense form. 6

a.



SUNBURST PRINTING COMPANY LTD.
Record Of Long Distance Telephone Call

DATE Nov 20
TIME 10:30 ☑ am ☐ pm

This form is NOT for calls on inter-city services (private lines)

Call Made By Elizabeth Bennett	Branch Personnel	From Telephone No. 852 -6261
Person Called Robert Darcey	Place Vancouver	Telephone No. 964 -9080

☑ Person to person
☐ Station to station
☐ Conference

☐ Charges accepted on official incoming collect call
☐ Personal call - Operator was requested to charge to residence phone no.

Duration 6 min.

Reason for call
To discuss new contract for Mr Darcey

Approved
K Andrews
Authorizing Signature

FORWARD TO TEL. ACCOUNT SECTION

b.

PURCHASE ORDER
WESTERN OIL COMPANY

NO.

SUPPLIER TO ENTER ABOVE ORDER NUMBER ON ALL PACKAGES AND INVOICES

TO:

PLACE OF ISSUE

DATE

PLEASE FURNISH THE ITEMS REFERRED TO HEREIN.

F.O.B.

SHIP AND INVOICE TO

EXPLORATION DEPARTMENT

QUOTATION DATE

DELIVERY REQUIRED BY

PREPARE A SEPARATE INVOICE FOR EACH ORDER AND SEND IN TRIPLICATE AFTER SHIPMENT.

ITEM NO.	CATALOGUE NO. OR REFERENCE NO.	DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL PRICE

PROVINCIAL SALES TAX NOT APPLICABLE

TOTAL PRICE ▶

FINANCIAL CODE

APPROVED BY
(FOR DEPARTMENT)

SIGNATURE

DATE

c.

FIELD SERVICE EXPENSE

Mileage

		WORK ORDER NO.	MILES	RATE PER MILE	AMOUNT	
FROM ____	TO ____					
FROM ____	TO ____					
FROM ____	TO ____					
FROM ____	TO ____					
FROM ____	TO ____					
	TOTAL					

Board and Room

	WORK ORDER NO.	AMOUNT	
Breakfast At ____			
Lunch At ____			
Dinner At ____			
Hotel ____			

Other Expense for the day

	WORK ORDER NO.	AMOUNT	
____			
____			
____			
____			
____			

(REVERSE SIDE DAILY JOB CARD)

Answer Key

Skills Inventory

1. A form is a standardized printed document with blank spaces for recording certain needed information.
2. a. Social Insurance Number
      Post Office Box
      delivered
      catalogue number
   b. A woman's last name before she married.

      Are you married, divorced, single, separated or widowed?
3. a. Accident Report Form
   b. Radio-T.V. Job Ticket
   c. Mechanics Inspection Report
4. a. Detach and keep the yellow copy. Send balance of form intact to medical department.
   b. Within one working day of the accident.
5. a. Mechanics Inspection Report
   b. The mechanic who inspected the vehicle.
   c. It records the specific identification of the vehicle and gives the parts which were inspected such as brakes, plugs, points, etc. It also records general remarks by the mechanic.
   d. H.O. Moss
   e. April 19, 1975
   f. High fuel consumption should now be eliminated
   g. Randy Sheldine.
6. (T.J.)

Skills Check 1

1. A form is a standardized printed document with blank spaces for recording certain needed information.
2. a. weight
      height
      married
      divorced
      single
      separated
      widowed
   b. A dependant is a person who depends on you to provide food, shelter and clothing.
3. a. Goodsale Catalogue Order Form
   b. Car Mileage Record
   c. Application for Leave
      Bankhurst College
4. Print your order carefully.
   Give correct size, catalogue number and colour number.
   Do not send cash in the mail.
5. a. This is a form requesting leave.
   b. The person applying for leave.
   c. It records the reason for the applicant requesting leave, the day he will leave, and the day he will return.
   d. M.C. Proust
   e. Basic Education
   f. Marriage Leave
   g. Yes
6. (T.J.)

Skills Check 2

1. A form is a standardized printed document with blank spaces for recording certain needed information.
2. a. account number
      pieces
      province
      maximum
   b. The name your parents gave you as your first name.
      This is the person who is applying for a job.
3. a. Record for Long Distance Telephone Calls
   b. Purchase Order
   c. Field Service Expense

4. Prepare a separate invoice for each order. Send in triplicate.
5.
    a. Sunburst Printing Co. Ltd.
    b. The person making the call.
    c. It records who made the call, when the call was made, to whom the call was made, and the reason for the call.
    d. Elizabeth Bennett
    e. Robert Darcey
    f. 852-6261
    g. 10:30 a.m.
    h. Telephone Account Section
6. (T.J.)

GENERIC SKILLS

●

READING

III C - SEQUENCE

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement [illegible]

Skills Record

DATE ____________

GENERIC SKILL Recognize appropriate sequence in directions or information

PREREQUISITE SKILL UNITS R III B

OBJECTIVES	MET AS DETERMINED BY SKILLS INVENTORY	 SKILLS CHECK 1	 SKILLS CHECK 2	 OTHER
1. Rewrite or renumber a set of events or facts from a given selection in the order they occur in the selection. 2. List important instructions or events in point form, showing proper sequence, from a selection of three or more paragraphs. 3. Recall a sequence of instructions after reading them once. 4. Arrange a series of given instructions into proper sequence.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(7) 1. Read this story. Then number the events below from 1 to 5 in the order they happen in the story. 1

A Cree trapper lives in a small log cabin fifty miles north of The Pas. During the first part of last season, he had done very well. Stored away in his cabin was a plentiful supply of fox, marten and lynx pelts. The Cree was feeling proud of himself until one day he discovered that a wolverine had moved into his territory. The animal had followed his trap line. He ate what trapped game he wanted and destroyed the rest.

The trapper knew right away that he must trap this vandal and murderer. He also knew it wouldn't be easy. His first step was to build a line of heavy deadfalls. This is a swift-death log trap that his father and his grandfather had used before him. He went to bed that night hopeful that he would find the wolverine dead under a heavy log in the morning. He was not to be that lucky. At daybreak he found each of the traps sprung - but no wolverine. Determined, he spent the rest of the day with his gun and his husky dog trying to flush the wolverine out of the bush. The dog and the man crossed fresh tracks several times, but at no time did they see the wily animal. More bitter than ever, the trapper fell asleep that night making plans to continue the battle the next day.

a. _____ He made plans to continue the battle.

_____ He built a line of deadfalls.

_____ The trapper had stored away a supply of pelts.

_____ The wolverine destroyed the animals on the trapline.

_____ He tried to flush the wolverine out of the bush.

b. What happened first: the hunter went to look for the wolverine or the wolverine destroyed his catch?

____

____

c. What did the hunter finally decide to do?

____

____

(4) 2. Read the following selection and list the important points in sequence. 2

Have you ever felt you needed x-ray vision to read the price-markings on cans and packages in stores? Sloppy price-marking can cause the customers to be irritated and a store to lose money. Another source of time consuming problems is opening the cases correctly so cans or packages are not damaged and the items can be priced easily. If you are ever hired to do such a job here are a few pointers.

The first hint we will consider is used for those items that may be put on the shelf in their original case. For this type of item, cut all around the carton about 1 1/4" from the bottom. Remove the top of the carton and you are ready to price-mark. Once all the cans are marked, the bottom of the carton--with the cans inside--may be placed on the shelf.

Suppose the carton you are to price-mark has two layers. You would cut around the top of the box and then remove the lid and mark the first layer. To mark the second layer remove one row of cans from top layer and start price-marking second layer, push top rows forward as you go, then replace the row of cans at the rear of the carton.

If the carton you are to open contains boxes of soap or cereal or other items which could be easily cut, you must open the carton another way. First, make sure the carton is right side up. Then cut an "X" across the top of the carton, making sure your cut is not too deep. Fold back the flaps of the carton and price-mark the boxes. Remember - if you cut the carton too deeply, you may damage the contents. A customer will not want a box of soap from a carton that was cut too deeply.

As you have seen, price-marking cartons of merchandise is not a difficult chore. It can be handled simply and efficiently if you are willing to THINK BEFORE YOU OPEN AND PRICE-MARK A CASE. The methods which you have just learned may be used in marking many different cartons of merchandise. If you wish some assistance in deciding the correct way to open and mark a case, your supervisor will be very willing to help. After all, he, too, is interested in finding the fastest and easiest methods of price-marking.

____

____

____

____

____

____

____

____

(3) 3. Read this story and write the main events that happened in sequence on the lines below the story. 2

The Bear Trap

If you've lived in the north, you'll know that "taking a chance" is part of everyday life.

I want to tell you a story about a young Indian named Stanley Young who went trapping for a bear. It was long ago, when the use of a deadfall was the only way a bear could be caught. It is a corral with three sides made of log, with one side left open. Across the open side, a log is laid on the ground. Several feet above this is a drop-log, heavy enough to crush anything. One end of this drop-log rests on the ground. The other end is in the air. It is held up by a trigger arrangement. Rotting fish is tied to the trigger, which is inside the pen. A bear reaching into the pen for the fish releases the trigger, and he is crushed between the log on the ground and the drop-log.

Stanley finally finished setting his deadfall. As he was leaving, he noticed his knife was inside the trap. Without thinking, he put his left leg across the ground log, reached in and picked up his knife. He slipped. His foot hit against the trigger and down came the deadfall, crushing his thigh. He fainted from the pain and shock.

When he finally woke up, he realized how badly hurt he was. Night was coming and he was all alone.

Looking around, he could see no way of helping himself except with a jack-knife. He went to work on the drop-log. He worked until he couldn't stand it any longer. He fainted again.

On the second evening he was found by his friends with a broken thigh and a half-whittled log.

He lived, but his leg was crooked for the rest of his life.

(4) 4. Read these instructions only once and then turn to the back page of the booklet and in brief point form, write the important steps to remember. 3

Catching A Horse

If you are catching your horse in the open, such as in a corral or pasture, approach him in the safest way by coming toward him from the shoulder position. A horse is much more confident of you if you approach him toward the shoulder than toward the hind quarters. Remember to offer him a little to eat whenever you approach.

Treating the horse with kindness and giving him something to eat when you catch him will help in training the horse to come to you. This makes it much easier for you to halter him. Experience has proven that even range-reared horses will soon learn to come to you when you go out to halter them if they are handled properly. Within a few days most will follow you around the pasture or corral.

Some horses become spoiled and crafty, and do not like to be caught. If you are going to use such a horse regularly, leave a halter on him with a one and a half foot lead-shank attached. He will then be much easier to catch while he eats out of your hand, since all you will need to do is grasp the short shank rather than put a halter on him.

If you have to spend a long time chasing a horse, he will not forget it, and catching him will become a major problem. This is frustrating, time consuming and also excites the horse. It is better to catch him in the manner described above.

(9) 5. Organize the 9 sentences below in logical order for "Some Suggestions to Help You Look For A Job". 4

_____ Sit down and analyze your experience and abilities to see if they suit the job you would like to apply for.

_____ Go through the steps and try again.

_____ Look in the paper or at a list in the employment agency for new jobs that are available.

_____ Make the application in person if possible, not by letter or telephone.

_____ Pick out the job you are interested in applying for.

_____ If you are turned down for several different jobs, you could consider some retraining before you look for a job again.

_____ If your experience suits the job, prepare yourself to make an application.

_____ If your application is turned down, don't be discouraged.

_____ Follow up on the application by going back until you find out if you did or didn't get the job.

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
SDS	Skill Development Series	✓	✓	✓					
	Booklet IIIC								
T	Better and Faster Reading		✓						
	pages 217, 241								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	26/29	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(9) 1. Read the paragraph and number the sentences that follow in the order they come in the selection.

Seeing Yourself As Others See You

If you look into a mirror as you lose your temper, you'll see yourself redden. The veins in your face, neck and temple swell. Instinctively your fists clench, and you may be speechless. Your vision may blur; this is often called "blind rage". Your body seems warmer. As the expressions say, you're "burned up" and you need to "cool off". Anger produces these changes inside your body. You breathe harder, your heart beats more rapidly and your muscles tense.

a. _____ You breathe harder.

_____ Your face reddens.

_____ Your heart beats rapidly.

_____ The veins in your neck swell.

_____ Your muscles tense.

_____ Your fists clench.

_____ You're burned up, you need to cool off.

b. Circle the part of the pairs of sentences that happens first.

1. Your face gets red. You feel mad.

2. You lose your temper. You are speechless.

(6) 2. List the most important points in sequence in point form.

This season some fishermen will be luckier than others. The lucky ones should know some basic facts about preserving their catch. There are various ways of doing this, but some basic rules apply to all. For instance, freshness is very important. Fish spoils more readily than animal flesh, so a supply of ice is vital for a fisherman who will be away from refrigeration for long periods.

Lack of cleanliness and sloppy practices can spell disaster in the form of spoiled fish. Here are some suggestions that can protect your catch so you can eat your fish all year round: Kill the fish as soon as it is caught and allow the blood to run. Often a large tub is kept in the boat for this purpose. As soon as you get the fish back to shore scale the fish. If difficult to scale, drop the fish briefly into boiling water, then into cold. Next remove head (if desired), entrails and dark membrane, and, in the case of larger fish, the back membrane. Some fish can be soaked in a brine of 2 tablespoons of salt for each quart of water for several minutes to draw out the rest of the blood.

Now drain, wipe and dry fish and it is ready for smoking, pickling, canning, freezing or whatever method is the fisherman's favorite.

____

____

____

____

____

____

(5) 3. Read this story and write the main events that happened in sequence on the lines below the story. 2

A Lesson Learned

I'm going to tell you about something that happened to me. Don't make the same mistake I did. You'll be wise to read and remember this. This is how it happened. I'd gotten lost in a blizzard while out hunting with friends. I said to myself, "You can't find your way out in this. There isn't anything you can do right now except try to stay warm and alive and do not panic." I found shelter and a little warmth under a pine tree. In a few minutes I'd covered myself with pine branches and let the snow blow around me. The storm stopped after a few hours. I knew my friends would be out looking for me. "It's over," I said to myself, "they'll be out looking for me now."

The temperature had dropped many degrees. I can't remember ever feeling so cold. My hands and feet were numb.

"It's time to get a fire going," I said to myself. "I'll be able to get warm and they'll find me easier if they see smoke."

I'd only one match left. Carefully I built the fire under my pine tree: dry twigs and leaves first, a small piece of paper I had in my vest, a few bigger twigs ready once the fire was going. I can't tell you how happy I was when the first little flame appeared. Soon my fire was blazing and crackling brightly and my hopes were up. "I know I'll be found soon." My friends wouldn't give up until they'd found me.

I was feeling very cozy sitting under my pine tree with the fire blazing. My first warning that all wasn't right came when I heard the branches creaking above me. "It's just the snow on the tree limbs settling," I said to myself. I was half right. After a few minutes I heard another cracking sound and a huge pile of snow was dumped on me and my fire. My fire was out. A feeling of fear crept over me. I'd been so foolish! I should've known. The warm fire, my movement under the tree, and the heavy snow on the branches had been a dangerous combination. I'm sure you'll understand how afraid I was. I'd no fire to warm me and no way to signal my friends. I'd used my last match.

The only reason I've lived to tell this story is because my friends were nearby. They'd heard the branch break and my cry of surprise. I won't ever try to light a fire under a pine tree that is loaded down with snow again. I hope you'll remember that, too.

____

____

____

____

____

____

(4) 4. Read the following passage and at the end write, in brief point form, the steps to take to get Directory Assistance anywhere in Canada. 3

Many people do not realize that you can, at no charge, dial information in any part of Canada if you don't know a number you have to call. The Directory Assistance Centres will give you the number, which you can, if you wish, direct dial yourself. The procedures are simple and are the same for every province in Canada. First, look up the area code of the place you want the number for. These can be found in the front of your telephone book. Then you simply dial 112 - area code - 555-1212. This is easy to remember because there are only three numbers involved except for the area code, "1's", "5's" and "2's": 112 - area code - triple 5, 1, 2, 1, 2. Repeat it to yourself several times.

When the Directory Assistance Operator answers, give the name of the place and the name and address of the person you want. When the operator gives you the number, write it down and keep it for future reference. You may now hang up and dial your number direct.

Now write the steps without looking back.

____

____

____

____

____

(5) 5. Number these sentences so they form a logical sequence. 4

What to do for minor cuts and scrapes.

_____ Soak cloth or pad in warm soapy water and clean wound gently.

_____ Dry carefully.

_____ When dry, cover with a clean bandage to prevent infection.

_____ If you find it is serious and the bleeding does not stop, press a clean cloth tightly on the wound. Try to get a doctor right away.

_____ Repeat washing until all dirt and grit is gone.

Skills Check 2

SCORE	CRITERION	DECISION
	28/30	Y N TJ

DATE ____________

OBJECTIVE NUMBER

1

(10) 1. Read this paragraph once and number the sentences that follow in the order they come in the selection.

To Change Your Car's Engine Oil

The only tools you will need is a large adjustable wrench, and a pan that will hold about 10 quarts and some old cloths. Assemble these before you begin. The first procedure is to jack the car up to provide room for you to slide underneath. Remember to set the hand brake and block rear wheels to prevent the car from moving. This precaution may save your life.

Locate the drain plug which is usually found at the rear or side of the sump. Be sure you have your engine plan so you can check. When you have found the drain plug loosen it with the adjustable wrench. Place the pan to catch the oil before you remove the plug. Allow the oil to drain.

After you have allowed the oil to drain completely, replace the copper gasket and plug and tighten securely. You can now remove the jack.

Next raise the hood and remove the oil filter cap and the dip stick and fill the engine with the proper amount and grade of lubricant recommended by the car manufacturer. Use your dip stick to test to make sure the oil is up to the full level.

_____ a. remove plug

_____ b. jack up car

_____ c. drain oil

_____ d. replace plug and tighten

_____ e. remove oil filter caps and dip stick

_____ f. fill with proper amount and grade of oil

_____ g. place pan to catch oil

(cont'd. next page)

_____ h. test with dip stick

_____ i. loosen plug

_____ j. assemble tools

(3) 2. Read this selection and list the important instructions in the proper sequence. 2

Small cuts are not difficult to treat, but unfortunately most people do not know these simple basic procedures.

First of all quickly try to determine how the cut happened. This is important because if the cut came from a piece of metal such as an old rusty nail, the doctor will need to know so that he can decide if a tetanus shot is needed. Even a small cut can mean trouble if this precaution is not taken. If a small cut seems to be bleeding a great deal, apply a clean bandage to the area and press tightly. Keep applying new bandages over the top of the old one until the bleeding has stopped.

Keeping bacteria out of a cut is the next most important consideration. For this reason never use any medicine in a spray can and wipe from the cut outwards so you do not get dirt and germs into the broken tissue.

____

____

____

____

____

____

____

____

____

____

(5) 3. Read this story. List five main events in sequence in the space provided on the next page.

2

Chased By A Bull Moose

In the fall, my brother Eugene and I love to go moose hunting together. Every year I look forward to it. Last fall was one season I will never forget.

The leaves on the trees were many bright colors. It was a cool day with the north wind blowing when we set out for our camp. In the evening we sat around the campfire quietly, drinking the best tea made in a three-pound tin pail.

Later, we squeezed into our little tent which we had set beneath a tall spruce tree. The thick feather blankets kept us warm all night.

Early next morning, just before the sun had peeked over the trees, I decided I would look around. Eugene was still sound asleep.

Soon the sun was a bright glowing red. I wandered back to camp. What should I see? A huge bull moose was standing beside the tent that Eugene was sleeping in. He stood by one post, which held the tent up, and was rubbing back and forth, scratching himself.

Just then Eugene poked his head out. "What's going on?" he asked, unable to see the moose. The bull, taken by surprise, came running in my direction. I had no gun to protect me.

When the bull moose saw he was surrounded, he charged. Believe me, I never meant it to be that way. I ran to the tallest tree in the distance. Anger was in his eyes as he stood in one position for the longest time, stomping his front feet - ready to charge again.

Just then a shot rang out! The bull fell to the ground.

Later I asked Eugene why he had waited so long. He answered, "I was trying to shoot him from a good distance. Missing the bull moose or wounding him would have only made his anger worse."

(7) 4. Read the selection below carefully. Then turn the page over and write the important points to remember. 3

Brood the chicks under electric or gas heat, starting them at 35°C at the level of their backs for the first week. Drop the temperature 3°C each week until they are 6 to 8 weeks old, when the heat can be discontinued. This depends on time of year and temperature in the house.

Keep the chicks close to the heat source by using a brooder guard or similar equipment for the first 7 to 10 days. Place one water jar per 50 chicks close to the heat and distribute chick starter, mash, or crumbles on feed plates or chick starter box lids. These can be replaced with one hanging feeder per 30 chicks at 7 to 10 days. Set the feeder low so that the chicks can reach the feed. They will climb into the feeder to eat for the first few weeks.

(5) 5. Number these sentences so they form a logical sequence. 4

Lift the right way

Leg muscles are stronger than back muscles. Make them share the lifting of a load and you are not so likely to be injured.

____ Place your feet carefully close to the load and about a foot apart.

____ Push up with your legs, keeping the load close to your body.

____ Try to guess the weight of the load.

____ Squat down and keep your back straight.

____ If you think it is too heavy, go get help.

Answer Key

Skills Inventory

1. a. 5, 3, 1, 2, 4
   b. The wolverine destroyed his catch.
   c. He decided to continue to try to kill the wolverine.
   (T.J.)
2. a. For items that go on the shelf in their original case cut around 1 1/2" from bottom, mark, then place on shelf.
   b. If case has 2 layers, cut around top of box, remove lid and mark first layer. Remove one row of cans from second layer and price mark each row by pushing top rows forward as you go.
   c. To open cartons of items that can be cut, cut an "X" across the top of the carton. Do not make cut too deep. Fold back and mark.
   d. Think before you open and price a case, and ask your supervisor if you have any problems.
   (T.J.)
3. Stanley built a deadfall.
   He left his knife inside.
   He reached in to pick it up.
   He slipped.
   The deadfall fell on him.
   He tried to cut through the log with his knife.
   His friends found him.
   (T.J.)
4. a. Approach in the safest way from the shoulder position.
   b. Offer him something to eat as you approach.
   c. Leave a halter and lead-shank on horses that do not like to be caught.
   d. Do not chase the horse, as this makes catching him a problem.
5. 3, 8, 1, 5, 2, 9, 4, 7, 6

Skills Check 1

1. a. 5, 1, 6, 2, 7, 3, 4
   b. 1. You feel mad.
      2. You lose your temper.
2. a. Have a supply of ice.
   b. Kill the fish as soon as it is caught, and let the blood run.
   c. Scale the fish.
   d. Remove head, entrails, membranes.
   e. Soak the fish in brine.
   f. Drain, wipe and dry. The fish is ready for preserving.
3. a. I got lost in a blizzard.
   b. I found shelter under a pine tree.
   c. I built a fire carefully.
   d. Snow fell off the tree and put the fire out.
   e. My friends found me.
   (T.J.)
4. a. Look up the area code.
   b. Dial 112 - area code - 555-1212.
   c. Give the operator the name of the place and the name and address of the person you want.
   d. Write the number down. You can now dial the number direct.
5. 1, 4, 5, 3, 2

Skills Check 2

1. a. 5 f. 9
   b. 2 g. 4
   c. 6 h. 10
   d. 7 i. 3
   e. 8 j. 1
2. a. Determine how cut happened.
   b. Stop bleeding by applying clean bandages and pressure.
   c. Clean away from the cut so as not to wipe dirt and germs in.

3. a. My brother and I went hunting.
   b. We went to sleep in a little tent.
   c. I went for an early morning walk.
   d. I saw a big moose beside the tent.
   e. The moose charged me.
   f. I climbed a tree.
   g. Eugene shot the moose.
   (T.J.)

4. a. Brood chicks at 35°C
   b. Drop the temperature 3°C each week.
   c. Discontinue at 6-8 weeks.
   d. Use a brooder guard for the first 7-10 days.
   e. Place water close to heat.
   f. Feed chick starter on starter box lids.
   g. Replace by hanging feeder at 7-10 days.

5. 3, 5, 1, 4, 2

GENERIC SKILLS

●

READING

IV C - INFERENCES

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ________

GENERIC SKILL Make inferences from information given in a written selection

PREREQUISITE SKILL UNITS R IV B

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. List details or statements from a selection which support a given conclusion.				
2. State the best conclusion which can be inferred from a set of facts or from a given article.				
3. Answer questions which require application of information or instructions read in a given selection.				
4. Identify or state the best conclusion which can be derived from given related material.				

INSTRUCTOR'S COMMENTS ________

DATE COMPLETED ________ INSTRUCTOR'S INITIALS ________

Skills Inventory

OBJECTIVE NUMBER

(3) 1. List the details in the paragraph which support the underlined conclusion. 1

Mrs. Thompson had a busy day. She had to take the two youngest to the doctor for a check-up in the morning. In the afternoon she had to see Sam's teacher about his bad report card. At four o'clock her husband phoned and asked if he could bring a pal home for dinner. She said okay but she felt frustrated.

Why did Mrs. Thompson feel frustrated? ______________

____

____

(5) 2. Check the best ending for each paragraph. 2

a. Mrs. Castle has just baked a cake and is taking it out of the oven. Suddenly she realizes that she forgot to add one of the spices to the batter. She should

_____ try a piece to see how it tastes.

_____ throw it away at once.

_____ feed it to the cat.

b. Larry Markham has owned a construction company for several years. Recently he made a bid on the construction of the new Bayswater Building but was defeated by Angle-Iron Construction Company. He was heard to say that a firm like Angle-Iron can't possibly get the job done before it snows. Larry is

_____ giving an opinion based on experience.

_____ being a poor loser.

_____ offering helpful advice.

c. Sheila made up her mind she wasn't going to get ahead in her present job. She typed out a resume as neatly as she could and sent it to the personnel manager of a large local firm. She hoped she

_____ would impress the personnel.

_____ would get a raise.

_____ would be asked to come for a job interview.

d. Erica worked the front end loader with confidence, skill and precision. Her father and two of her brothers both worked the same type of machine and they had given her helpful advice. In fact they made sure she could handle the big machine with the same ease most people handle their car. She hoped the men on the job would look at her with

_____ amusement.

_____ doubt.

_____ respect.

e. The memo was on Slim's desk when he came to work. It was from the new office manager and it concerned a new method of handling the shipping invoices. Slim himself had been using the old way for over ten years. He had trouble understanding the memo and he felt the new office manager

_____ was trying to be helpful.

_____ should have come to him first and talked the decision over.

_____ should be ignored.

(2) 3. Read the selection and answer the questions. 3

Charlie MacDougall has worked at the local Post Office for seventeen years. He started as a mail sorter and has worked himself up to a supervisor's position. He remembers the days when the pay was $1.25 an hour and the working conditions were pretty grim. Charlie feels that the hard work and persistence of the local union has brought wages up and improved the benefits and working conditions. This year he is an officer in the local union and he has taken his responsibilities seriously. For the past month he has been on the negotiating team for the new contract. Nothing has been settled yet, and Charlie is frustrated that nothing has been decided.

a. What do you think Charlie will do if the contract isn't settled?

____

b. Why do you think he will make that choice?

(4) 4. Read the selection and answer the questions at the end. 3,4

Down through Victoria and Carleton counties, the river runs very fast, but peacefully. In spring the Atlantic salmon swim up through the swift waters to tributaries with Indian names like the Becaguimac and the Tobique, to lay their eggs. Fishermen catch them with fly rods, but nets cannot be used; there are too few salmon for that. On the high banks of the river in these two counties are some of the best potato fields in Canada. The soil and the climate are just right for growing potatoes.

a. Is salmon fishing an important industry in these counties?

b. Do salmon lay their eggs in the larger or smaller rivers?

c. What is probably the largest industry in these counties?

d. Is this river on the east coast, the west coast, or in central Canada?

(4) 5. Decide how each of these sentences should end and write the ending on the line. 4

a. I bought new shoes because ______________________.

b. Joan used concentrated lemon juice to ___________

______________________________________.

c. Because the deer was too big to drag home, the hunter

____.

d. The cat crept carefully across the lawn and jumped

____.

Learning Resources

MEDIA	TITLE	OBJECTIVE 1	2	3	4	5	6	7	8
SDS	Skill Development Series,	✓	✓	✓	✓				
	Booklet IVB, IVC								
T	Better and Faster Reading,	general							
	Chapter 6								
I	Instructor is responsible								
	for selecting, prescribing								
	and teaching from resour-								
	ces available or preparing								
	new material as necessary								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	14/16	Y N TJ

DATE ____________

OBJECTIVE NUMBER

2

(2) 1. Read the stories and circle the best ending after each.

a. Buffy Sainte-Marie is a full-blooded Cree Indian. She is also a famous song writer and folk singer who fights for the rights of her people with her voice and personality and money. She has plenty of each.

She told this story about herself when I went to listen to her sing in Saskatoon, Saskatchewan, a few years ago. She told the audience that when she was young she wanted to be a blond. Buffy said she also wanted to be a cheerleader and then an airline stewardess, just like the average girl. "Then," she said, "I realized that as the average girl I was a failure.

1. So I gave up."

2. So I decided to be myself."

3. So I dyed my hair. Then I could be blond if nothing else."

b. My wife and I moved into a new house in December. After many months of cold winter weather, we still hadn't met many of our new neighbors.

I came home early one day and saw my wife going from door to door borrowing things. She came home and started to bake a cake with the flour, eggs and sugar she had borrowed. I was puzzled. I knew she had all of those things in the house. Later that evening as she set out a tray of coffee mugs, her idea became clear to me.

1. She was trying to save money on her grocery bill.

2. She wanted to see who would be a good neighbor and lend her things.

3. She made the cake with the borrowed ingredients so she could meet the neighbors and invite them over.

(5) 2. Read the story and answer the questions. 1, 2, 3

The Unlucky Trapper

The air was frosty and the snow lay deep and cold around Joseph Whitehill as he looked at his last trap. He had tended a lot of them during the four days he had been on his trap line. With a discouraged slump he shouldered his almost empty knapsack and bent down to adjust his snowshoes. As he did so, he discovered that the lacings were almost worn through. Growling to himself Joseph headed into the bush in search of some willow branches. He was very tired.

A week later Joseph set out again on his trap line. The first trap was sprung, and what was left of the carcass of a rabbit lay shredded beside the trap. Clearly in the snow he could see the footprints of a large mink. Joseph Whitehill dreaded what was ahead.

a. List the details that support the title of the selection.

____

____

____

b. Why was Joseph tired in the first paragraph?

____

____

____

c. Why did he go in search of willows? __________

____

d. What had probably happened at the first trap on his second trip?

____

____

e. Why did Joseph dread what was ahead? __________

____

____

(4) 3. Read the story and check the phrases that describe the character's feelings. 4

An old black Dodge pulled up in front of the bank. The man inside was trembling slightly. He glanced nervously around as he pulled a mask over his face. He picked up the gun beside him and suddenly he felt very powerful. He dashed quickly into the bank and loudly ordered everyone to lie down on the floor. Pointing his gun at the tellers, he told them to put all their money in a bag. Mrs. Nelson tried to hand the money to him, but she was shaking so hard she dropped it. This was the moment Mr. Barkman was waiting for. As the robber bent down to pick up the bag, Mr. Barkman fearlessly tackled him and yelled for someone to run for the police.

a. The bank robber felt powerful

_____ i. all of the time.

_____ ii. when he had a gun.

_____ iii. when he had money.

b. The people in the bank lay down on the floor

_____ i. because it was a drill.

_____ ii. to show respect to the man.

_____ iii. because they were afraid of being hurt or killed.

c. Mrs. Nelson dropped the bag of money because she

_____ i. was so scared she couldn't hold it.

_____ ii. didn't want the robber to have it.

_____ iii. was so happy to see the police.

d. Mr. Barkman felt _________ when he tackled the robber.

_____ i. very happy

_____ ii. sorry for Mrs. Nelson

_____ iii. quite brave

(5) 4. Read this story and answer the questions. 2, 3, 4,

The Garden

In the 1890's an old man and an old woman came to the Canadian prairies and settled on a small piece of land. They built a sod house, which is a house made of dirt bricks. Even the roof was made of hard dirt.

The old man planned to use his small piece of land to grow vegetables. One late spring morning the old man went out to begin planting his vegetable garden. The old woman came out too and said, "I have some flower seeds. I want to plant them by the fence."

"No, no!" cried the old man. "I am going to plant potatoes by the fence. Flowers indeed! What a waste!"

"Very well," said the old woman. "I'll plant my flowers by the door."

"You can't." said the old man, "I am going to plant carrots there."

"Well then, where can I plant my flowers?"

"Nowhere," said the old man. "I need all the land for my vegetables."

The old lady walked sadly into the house. She sat down and she thought and she thought. Then she smiled. She had an idea.

The next day the old man went into town to get some more vegetable seeds. The old lady got the ladder and went to work.

Days and weeks went by. Every day the old man checked his garden. One day he saw that some of the vegetables were up. He raised his eyes up to thank God for his blessings. And then his eyes popped!

a. Why did the old man want to use all his land for growing vegetables?

____

____

____

b. How did the old woman feel when the old man wouldn't let her plant her flowers?

____

____

____

c. Where did the old woman plant her flowers?

____

d. What kind of a person was the old man?

____

e. What kind of a person was the old woman?

____

Skills Check 2

SCORE	CRITERION	DECISION
	17/19	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(9) 1. Read the selection and answer the questions that follow. — 1, 2, 3

Color

For many animals their color provides more than an attractive coat. A young spotted fawn is safe lying near a bush because he blends in with the spots of sun on the brown forest floor. A butterfly resting on a tree trunk may not be seen unless it moves. Even the ugly toad may be safe on a dirt path because he looks like another brown, lumpy piece of dirt.

Other animals use color in a different way. The polar bear and the snowy owl are as white as the snow around them. They can hide as they hunt for food. Color is more than beautiful.

a. In what two ways does color help animals?

____

____

b. What conclusion can you make about the purpose of the color of an animal's skin?

____

____

c. List several details which show the purpose of animals' color.

____

____

____

____

(3) 2. Write the ending for this story. 2

The Accident

This is a true story. I know, because I watched it happen. This sad event took place on a warm sunny day last summer. I had taken my family camping at a nearby lake, and we were sitting on the hot beach after enjoying a cool swim. There was one young fellow on the beach that was keeping everybody amused. He was obviously a good swimmer and could do all kinds of tricks and stunts in the water. His funniest trick was an imitation of a person just learning how to swim. He would flap his arms and kick his feet in every direction and gradually sink under the water, all the time splashing and hollering. It was really very funny. After a while we got tired of watching this young clown; he was doing tricks too many times. I got up and started to pack our things. I glanced up and noticed the young man was still doing his act, but this time out where the water was deep. All of a sudden my heart jumped. I

realized ____

____

____

____

(4) 3. After reading this article, circle four words in the list after the story which would best describe Chief Dan George. 3

Chief Dan George is 71 years old. He is a Squamish Indian and comes from Burrard Reserve near Vancouver. Dan George is becoming famous, not only for his active participation in the betterment of his people, but also as an actor.

He played the part of Old Lodge Skins in the movie "Little Big Man". He says he took it because he thought white men playing the part of Indians looked phony. He also wanted to have the chance to show Indians as a peace-loving people.

Chief Dan George has a way with words, too. He often writes poems and articles about his people and their way of life, past and present. Here is a quotation from a poem he wrote:

> "But in the long hundred years since the white man came, I have seen my freedom disappear like the salmon going mysteriously out to sea. The white man's strange customs which I could not understand, pressed down upon me until I could no longer breathe.
>
> My nation was ignored in your history textbooks; they were a little less important in the history of Canada than the buffalo that ranged the plains. I was ridiculed in their plays and motion pictures, and when I drank their fire-water, I got drunk - very, very drunk, and I forgot.
>
> No! I must forget what's past and gone. O, God in Heaven! Give me back the courage of the olden chiefs. Let me wrestle with my surroundings. Let me once again, as in the days of old, dominate my environment. Let me humbly accept this new culture and through it rise up and go on."

Canadian patriot

religious

bitter

unsure

a dictator

loyal to his people

concerned

seeker of fame and glory

humble

hopeful

(3) 4. Read this paragraph and answer the question at the end. 4

Dick Harper felt his age. His legs hurt, and he felt tired even before the game began. His head still hurt from the night before. "No more of that before a game," he promised himself. As he skated out to the goalie's net, he noticed the team owner in the stands. It was close to the time his contract was to be renewed, and Dick was thinking he would have to play his best. He thought of all his debts. He knew he had to make the effort, but he didn't know if he could.

What kind of person is Dick? ____________________

____

____

____

Answer Key

Skills Inventory

1. She was busy all day. She took two children to the doctor. Her son had a bad report card and she had to see his teacher. Her husband was bringing company for dinner on very short notice.
(T.J.)
2. a. try a piece and see how it tastes.
   b. being a poor loser.
   c. would be asked to come for a job interview.
   d. respect.
   e. should have come to him first and talked the decision over.
3. a. If the contract isn't settled Charlie will probably call a strike.
   b. Charlie takes his job as a union officer seriously. They have tried negotiating and Charlie feels frustrated.
   (T.J.)
4. a. No.
   b. In smaller rivers.
   c. Farming; growing potatoes.
   d. On the east coast.
5. a. my old ones were worn out.
   b. make lemonade.
   c. cut it up into pieces he could carry.
   d. on a bird.
   (T.J.)

Skills Check 1

1. a. 2
   b. 3
2. a. He had many traps, but he had caught very little. The lacings on his snowshoes were worn through. He had failed to catch a mink in his first trap.
   b. He had tended his traps for four days in the cold, walking on snowshoes in deep snow.
   c. He wanted to use a willow branch to repair his snowshoes.
   d. A rabbit had been caught in the trap, and the mink had eaten part of it.
   e. He felt that he was unlucky, and he feared that he would have nothing in his traps.
   (T.J.)
3. a. ii. c. i.
   b. iii d. iii.
4. a. He needed to grow all the food he could.
   b. disappointed, sad, frustrated, determined
   c. On the roof of the sod house.
   d. determined, practical, thrifty
   e. determined, clever, doesn't give up easily
   (T.J.)

Skills Check 2

1. a. It helps some animals to remain hidden from their enemies. It conceals some animals as they hunt for food.
   b. The color of an animal's skin helps animals to stay alive.
   c. Spots on a fawn help it to look like the forest floor. The color of a butterfly makes it look like the bark of a tree. A toad looks like a lump of dirt. Polar bears and some owls are the color of snow.
   (T.J.)
2. The boy was really in trouble and was drowning.
3. religious, loyal to his people, concerned, hopeful
(T.J.)
4. He is worried, irresponsible, aging, insecure.
(T.J.)

GENERIC SKILLS

●

READING

VI C - NOTES, MEMOS, LETTERS

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and
Development Station
Centre de recherche et de
développement en formation

Skills Record

DATE ______

GENERIC SKILL To be able to read and interpret notes, memos and letters.

PREREQUISITE SKILL UNITS R V B

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Answer factual questions about given notes.				
2. Answer factual questions about given memos.				
3. Answer factual questions about given letters.				
4. Answer interpretative questions about given notes, memos or letters.				

INSTRUCTOR'S COMMENTS ______

DATE COMPLETED ______ INSTRUCTOR'S INITIALS ______

Skills Inventory

OBJECTIVE NUMBER

(4) 1. Read the following note and answer the questions about it. 1

> Lawrence: Feb. 16, 1974
> When you're finished with
> these books, please pass them on
> to Harvey. He needs them by
> next Friday, I think.
> Sarah

a. What is the date of this note? ____________

b. Who wrote the note? ____________

c. Who is the note written to? ____________

d. Why was the note written? ____________

____

(4) 2. Read the following memo and answer the questions about it. 2

> TO: Maggie Pollitt
> Shoe Dept. - Second Floor
>
> FROM: Lawrence Shannon DATE: Dec. 12, 1974
>
> SUBJECT: Sales Meeting
>
> Tomorrow afternoon I will be having a sales meeting for all second floor managers. Please bring sales figures for November. We will also discuss our January sale and preparations you should be making.

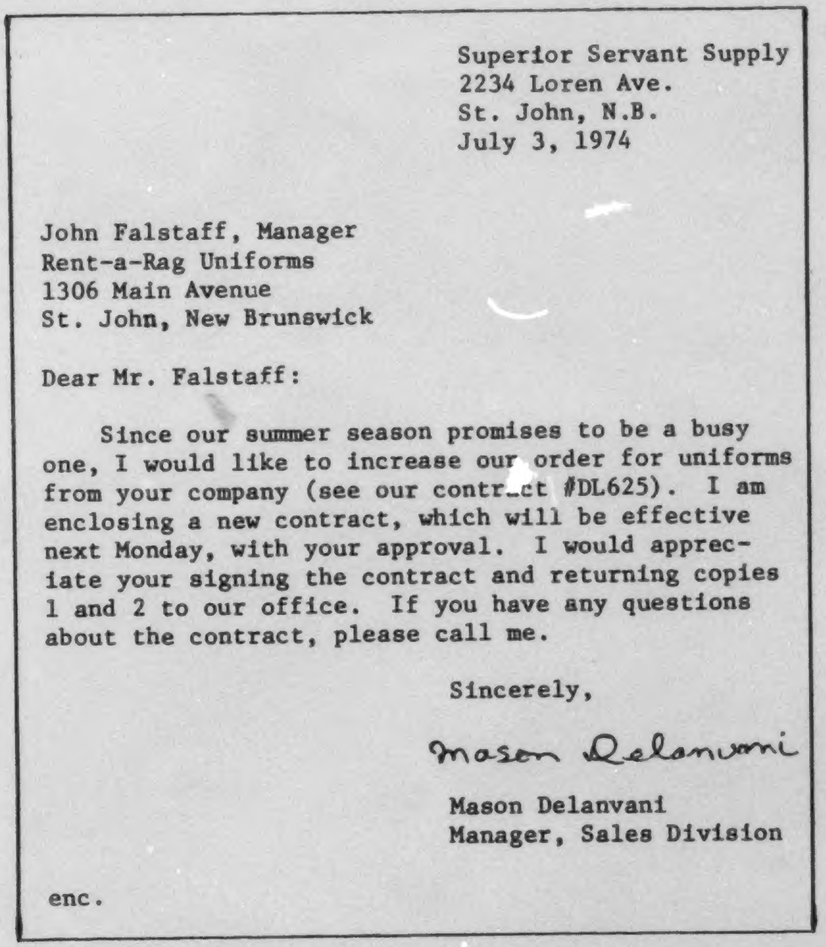
a. What is the date of the memo? ____________

b. Who wrote the memo? ____________

c. Whom was the note written to? ____________

d. Why was the note written? ____________

(3) 3. Read the following letter and answer the questions about it. 3



Superior Servant Supply
2234 Loren Ave.
St. John, N.B.
July 3, 1974

John Falstaff, Manager
Rent-a-Rag Uniforms
1306 Main Avenue
St. John, New Brunswick

Dear Mr. Falstaff:

Since our summer season promises to be a busy one, I would like to increase our order for uniforms from your company (see our contract #DL625). I am enclosing a new contract, which will be effective next Monday, with your approval. I would appreciate your signing the contract and returning copies 1 and 2 to our office. If you have any questions about the contract, please call me.

Sincerely,

Mason Delanvani

Mason Delanvani
Manager, Sales Division

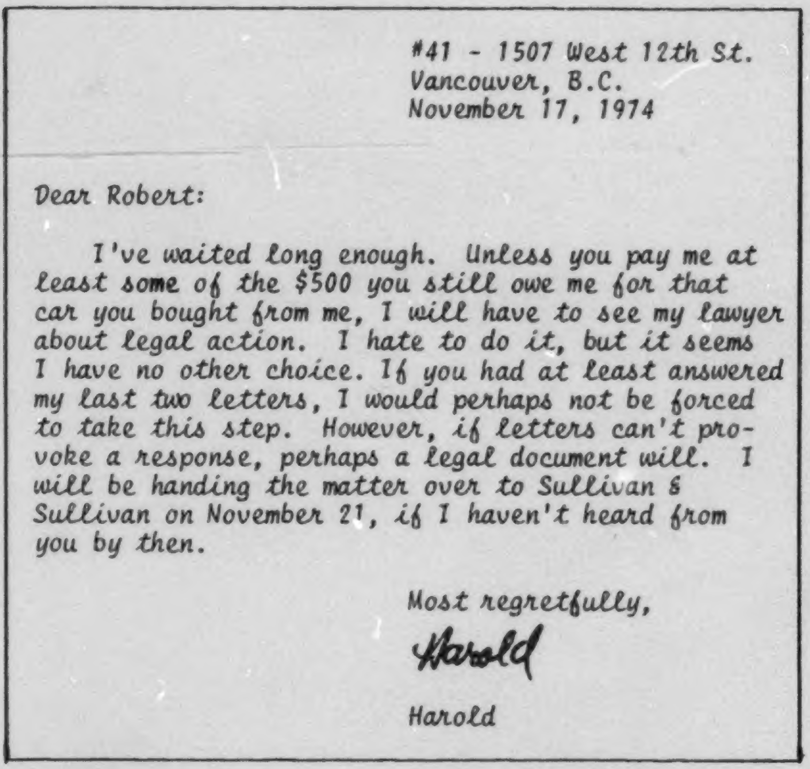
enc.

a. What is the date of this letter? ____________

b. Who wrote the letter? ________________

c. To whom was the letter written? ____________

(3) 4. 4



#41 - 1507 West 12th St.
Vancouver, B.C.
November 17, 1974

Dear Robert:

I've waited long enough. Unless you pay me at least some of the $500 you still owe me for that car you bought from me, I will have to see my lawyer about legal action. I hate to do it, but it seems I have no other choice. If you had at least answered my last two letters, I would perhaps not be forced to take this step. However, if letters can't provoke a response, perhaps a legal document will. I will be handing the matter over to Sullivan & Sullivan on November 21, if I haven't heard from you by then.

Most regretfully,

Harold

Harold

a. Why is the author writing this letter? __________

____

____

b. How does the author feel about the matter? ______

____

____

c. What would you do if you were Robert? (Given that Robert really owes the money.) ________________

____

____

____

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Vocational English, Book	✓		✓	✓				
	One, pages 204-210								
T	Improving Communication,								
	pages 63-72		✓		✓				
	pages 41-57			✓	✓				

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

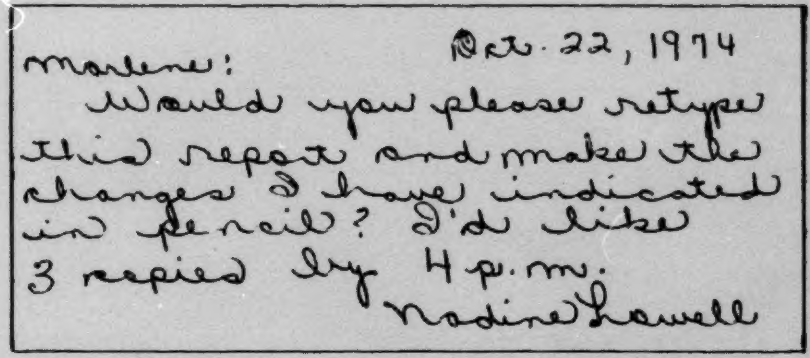
Skills Check 1

SCORE	CRITERION	DECISION
	15/15	Y N TJ

DATE ____________

OBJECTIVE NUMBER

(4) 1. Read the following note and answer the questions about it. — 1



Oct. 22, 1974

Marlene:

Would you please retype this report and make the changes I have indicated in pencil? I'd like 3 copies by 4 p.m.

Nadine Lowell

a. What is the date of this note? ____________

b. Who wrote the note? ____________

c. Whom is the note written to? ____________

d. Why was the note written? ____________

(4) 2. Read the following memo and answer the questions about it. — 2

TO: Tom Harrison

AT: Receiving Dock

FROM: Lawrence Gelston DATE: March 12, 1974

Tomorrow morning, we will be having a full office staff meeting at 9:00. I would appreciate it if you could be there and tell us specifically what your complaints are. We would like to straighten out the problems you have been having.

a. What is the date of the memo? ____________

b. Who wrote the memo? ____________

c. To whom is the memo written? ____________________

d. Why was the memo written? ____________________

____

(4) 3. Read the following letter and then answer the questions about it. 3

> *1924 - 15th St. W.*
> *Victoria, B.C.*
> *April 26, 1974*
>
> *Confederated Wholesale Co.*
> *4218 - 94th St. S.E.*
> *Port Alberni, B.C.*
>
> *Dear Sirs:*
>
> *Would you please send me your latest catalogue of paints and building supplies? I would like to order some materials from your company in the near future. Please bill me if you charge for your catalogues. Thank you.*
>
> *Yours truly,*
>
> Myron Weinmeyer
>
> *Myron Weinmeyer*

a. What is the date of this letter? ____________________

b. Who sent the letter, and from what address?

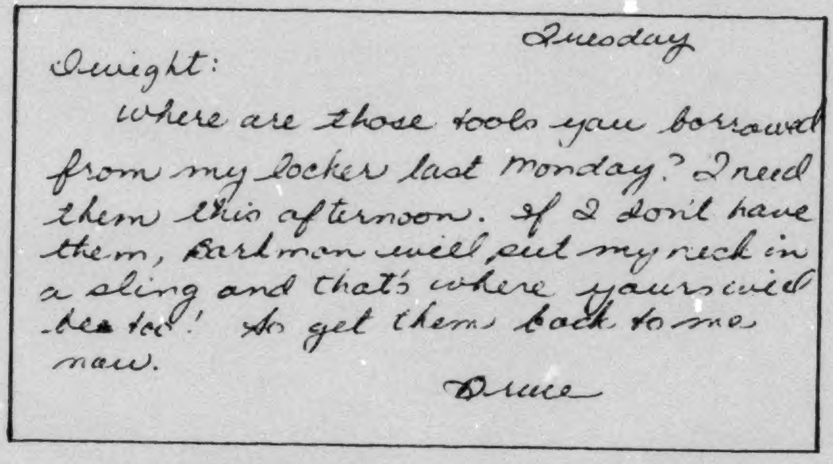
____

c. To whom was the letter sent? ____________________

d. Why was the letter written? ____________________

____

(3) 4. Read the following note and answer the questions about it. 4



Tuesday

Dwight:

Where are those tools you borrowed from my locker last Monday? I need them this afternoon. If I don't have them, Bartman will put my neck in a sling and that's where yours will be too! So get them back to me now.

Bruce

a. Why was the note written? ______________________

____

b. What are Bruce's feelings about the subject?

____

____

c. What should Dwight do? ______________________

____

____

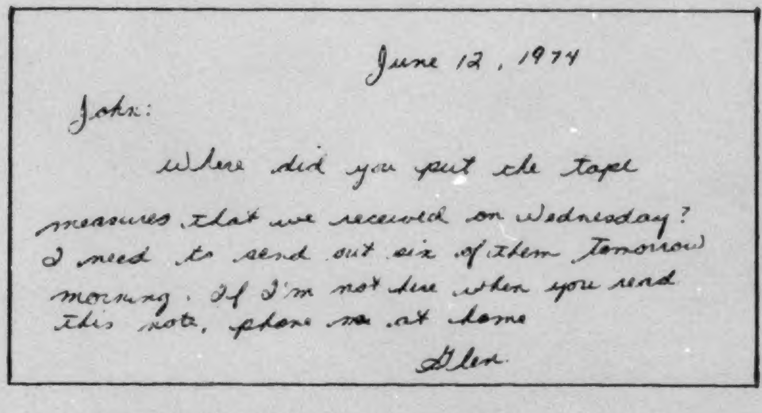
Skills Check 2

SCORE	CRITERION	DECISION
	15/15	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(4) 1. Read the following note and answer the questions about it. 1



June 12, 1974

John:

Where did you put the tape measures that we received on Wednesday? I need to send out six of them tomorrow morning. If I'm not here when you read this note, phone me at home

Glen

a. What is the date of this note? ____________

b. Who wrote the note? ____________

c. Whom is the note written to? ____________

d. Why was the note written? ____________

____

(4) 2. Read the following memo and answer the questions about it. 2

TO: Leonard Woolf
Classics Department

FROM: Virginia Stephen DATE: May 15, 1974
Philosophy

SUBJECT: Guest Lecture

Last week, we discussed your giving a lecture in classical philosophy to my class. Would next Wednesday be too soon? We have been "getting into" Plato lately and I think my students would now be able to appreciate what you have to say.

a. What is the date of the memo? ______________

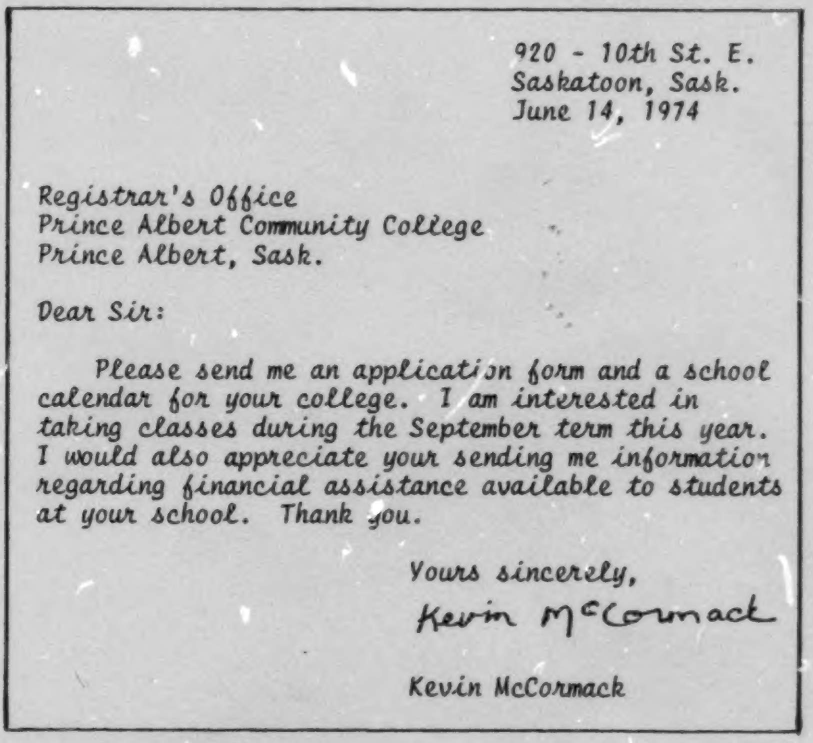
b. Who wrote the memo? ______________

c. To whom is the memo written? ______________

d. Why was the memo written? ______________

____

(4) 3. Read the following letter and answer the questions about it. 3



920 - 10th St. E.
Saskatoon, Sask.
June 14, 1974

Registrar's Office
Prince Albert Community College
Prince Albert, Sask.

Dear Sir:

Please send me an application form and a school calendar for your college. I am interested in taking classes during the September term this year. I would also appreciate your sending me information regarding financial assistance available to students at your school. Thank you.

Yours sincerely,

Kevin McCormack

Kevin McCormack

a. What is the date of the letter? ______________

b. Who wrote the letter? ______________

c. To whom is the letter written? ______________

d. Why was the letter written? ______________

____

(3) 4. Read the following memo and answer the questions about it. 4

TO: Alistair Prendergast
Servicing Department

FROM: Roy Engels DATE: August 5, 1974

I have three problems:

1. Truck #16 won't start properly;
2. Truck #3 has faulty brakes;
3. Truck #8 needs an oil change.

These are the same three problems I had last Thursday, when I sent these trucks into servicing. I'd like an explanation of why these trucks haven't been serviced properly. It had better be good.

a. What is the subject of this memo? ______________

____

b. What does the author feel about his subject?

____

____

c. What should Alistair Prendergast do? __________

____

____

Answer Key

Skills Inventory

1. a. Feb. 16, 1974
   b. Sarah
   c. Lawrence
   d. To inform Lawrence that Harvey would like certain books which he has by next Friday.
2. a. Dec. 12, 1974
   b. Lawrence Shannon
   c. Maggie Pollitt
   d. To inform Maggie that there will be a sales meeting for all second floor managers tomorrow afternoon and that she should bring the sales figures for November.
3. a. July 3, 1974
   b. Mason Delanvani
   c. Mr. John Falstaff
4. a. The author is writing the letter to inform Robert of the latest action he is taking regarding the $500 which Robert owes him.
   b. The author regrets to take legal action against Robert but feels he will not be moved by any other means.
   c. If I were Robert, I would avoid legal action and definitely pay at least part of the $500 to Harold with an explanation for the delay. (T.J.)

Skills Check 1

1. a. Oct. 22, 1974
   b. Nadine Lowell
   c. Marlene
   d. To inform Marlene to retype the given report with the indicated changes. The report, along with 3 copies should be ready at 4 p.m.
2. a. March 12, 1974
   b. Lawrence Gelston
   c. Tom Harrison
   d. To inform Tom that he should attend a full office staff meeting at 9:00 tomorrow morning in order that he may voice his complaints.
3. a. April 26, 1974
   b. Myron Weinmeyer
   1924 - 15th St. W.
   Victoria, B.C.

   c. To one of the sales staff.
   d. To request the latest catalogue of paint and building supplies be forwarded to the author of the letter.
4. a. The note was written to inform Dwight that he had better return the tools he borrowed no later than the afternoon.
   b. Bruce is afraid that both he and Dwight will be in trouble if the tools are not returned promptly.
   c. If Dwight wishes to avoid an argument, he should return the tools to Bruce at once.

Skills Check 2

1. a. June 12, 1974
   b. Glen
   c. John
   d. The author needs six tape measures for the next morning and is asking John where he placed the ones he received on Wednesday.
2. a. May 15, 1974
   b. Virginia Stephen
   c. Leonard Woolf
   d. Mr. Woolf is being invited

as a guest lecturer for a philosophy class next Wednesday.

3. a. June 14, 1974
   b. Kevin McCormack
   c. Registrar's Office
      Prince Albert Community College
   d. The author would like an application form, a school calendar, and information regarding financial assistance for students at the Prince Albert Community College.
4. a. The subject involves three trucks which were sent to be serviced. The service department failed to correct three specified problems on the trucks.
   b. The author is outraged because the three problems he specified were not attended to. He demands immediate action and an explanation.
   c. Alistair Prendergast should explain why the trucks had not been serviced and proceed to correct the three problems immediately.

GENERIC SKILLS

●

READING

VI D - MANUALS

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ____________

GENERIC SKILL Read accurately and use information from handbooks and manuals

PREREQUISITE SKILL UNITS R V B, R VI A.

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Identify a manual as a handbook of instructions and/or information related to one topic, and give several examples of typical manuals.				
2. Identify the particular kind of information or directions included in a given manual, using the title, table of contents, and/or index as guide.				
3. Identify the parts of a given manual which apply to a given situation using the table of contents and/or index as guide.				
4. Locate and identify information related to a given problem by skimming over material in a given manual to find out if specific information you need is in a particular chapter or section, using the index to locate general areas where the topic is discussed in the manual.				
5. Choose, by using the index and skimming, the manual which best suits your need, given a selection of manuals to choose from and given a situation that is covered in one of the manuals.				
6. Apply instructions or information from a given manual to a particular situation, given a reading selection which can be solved by interpreting a manual.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(1) 1. What is a manual? ______________________________ 1

____

(3) 2. Give three examples of manuals. 1

a. ______________________________

b. ______________________________

c. ______________________________

(3) 3. Read the following table of contents and section from the index of a manual entitled "Accident Prevention Regulations". Answer the questions that follow. 2, 3, 4

TABLE OF CONTENTS
ACCIDENT PREVENTION REGULATIONS

CONTENTS

Section		
10	Application	10.00-10.00
12	Interpretation	12.00-12.00
14	Places of Employment, General Requirements ...	14.00-14.26
16	Ventilation	16.00-16.40
18	Housekeeping	18.00-18.08
20	Storage of Materials	20.00-20.08
22	Personal Protective Equipment	22.00-22.34
24	Radiation	24.00-24.02
26	Noise Hazards	26.00-26.00
28	High Temperature Hazards	28.00-28.02
30	Transportation of Workmen	30.00-30.18
32	General Electrical Requirements	32.00-32.38
34	Tankers, Tanks, Vessels, Tunnels, Sewers, Confined Spaces	34.00-34.16
36	Signs and Barricades	36.00-36.04
38	Machinery	38.00-38.20
40	Guards	40.00-40.28
42	Doors, Ladders, Stairways, Runways, Floors and Platforms	42.00-42.82

Section (cont'd.)

44 Mobile and Stationary Equipment 44.00-44.68
46 Cranes, Derricks, Miscellaneous Hoisting Equipment 46.00-46.78
48 Pile Drivers 48.00-48.12
50 Rigging 50.00-50.24
52 Material Hoists 52.00-52.84
54 Scaffolds, Swing Stages and Miscellaneous Stages 54.00-54.256
56 Construction Procedures . 56.00-56.28
58 Temporary Supporting Structures 58.00-58.06
60 Excavations and Trenching 60.00-60.82
62 Demolition 62.00-62.22
64 Moving Buildings and Equipment 64.00-64.10
68 Explosives 68.00-68.00
70 Welding and Burning 70.00-70.38
72 Laundries 72.00-72.10
74 Window Cleaning 74.00-74.14
76 Explosive-Actuated Tools 76.00-76.36
78 Authority of Inspectors . 78.00-78.00
80 Scope of Regulations 80.00-80.02
82 Notice of Fatal Accident 82.00-82.04

Page 3, Index,
ACCIDENT PREVENTION REGULATIONS

Regulation

GASOLINE
  not to light fires 28.02
  used as a fuel 44.20
GATES
  material hoist 52.26
  operation 52.48
GIN POLES (See A-Frames)
GLASS
  removal of from structures under demolition 62.04
GLOVES
  electrical workers 32.18
  welders 70.18
GOGGLES (See Eye Protection)
GUARDS
  abrasive and grinding wheels 40.14, 40.16
  electrical 32.22
  mobile equipment 44.36, 44.40, 44.44
  wood working machines 40.18-40.26

Regulation

GUARDRAIL
  around excavations 60.04
  definition of .... 12.00(7)
  detour 42.10
  floor openings 56.00
  floors, platforms, runways . 42.12-42.18, 54.42
  ladder platforms 42.40
  open tanks, pits, flumes ... 34.14
  perimeter of structures 56.02
  where required 54.08
GUY LINES
  strength, anchors and arrangement 50.20-50.24
HANDRAILS
  on stairways 42.04, 42.06
HARD HATS (See Safety Hats)
HIGH TEMPERATURE HAZARDS 28.00
HOIST LINES
  spooling of 50.16

HOISTING OPERATIONS
  moving loads over workmen .. 46.10
  slinging loads 46.18
HOISTS
  general requirements 46.64
  hand operated hoists 46.74
HOSE MASK
  fresh air 22.30
HOOKS, SAFETY
  provision of 50.10
HOUSEKEEPING
  around excavations 60.10
  cleaning with compressed air 18.08
  general 18.00-18.8
  mobile equipment 44.16
  on structures being demolished 62.14
  removal of waste materials . 18.04
  slipping and tripping hazards 18.00
  spillage of liquids 18.02
ILLUMINATION 32.02
IMPAIRED PERSONS
  drug and alcohol restrictions 14.16
  physical and mental 14.14

	Regulation
IMPROPER CONDUCT	14.18
INSPECTIONS	
regular	14.04
INSPECTOR	
authority of	78.00
definition of	12.00(8)
INTERPRETATION	
terms, expressions	12.00
IRONERS	
flat work	72.00
press type	72.04
roller type	72.02
JACKS	
use on mobile equipment	44.52

121

a. Give the numbers of the regulations which deal with "Guards".

b. What sections would you read if you want some general information about safety regulations for your place of employment?

c. If you wanted information on the safety regulations for "roller type ironers", where would you find them?

(1) 4. Here is a list of manuals Paulette Mayland has in her desk. She has just broken her finger while she was moving her typewriter, and she wants to know what benefits she is entitled to while she can't work. In which of these manuals would she find some information? 4, 5

a. "Guide to the New Unemployment Insurance"
b. "Employee's Handbook on Workmen's Compensation"
c. "Your Canada Pension Plan"
d. "Handbook of Salaries and Benefits"
e. "Your Superannuation Plan"
f. "Typewriter Operating Instructions"
g. "First Aid Regulations"

(4) 5. Edwin Anderson and his partner Joe Olander were cutting trees with power saws. Joe tripped over a stump when he stepped back. The power saw was on and gave him a bad gash in his left thigh. Edwin only has his First Aid Manual to guide him. After reading this page quickly, what steps should he take? List them below. 4, 6

Basic Principles in First Aid

1. Stay within the limits of your knowledge and ability. First aid is the art of doing as little as possible with maximum effect.
2. Artifical Respiration, if required, must be commenced without delay as every second counts. It should be continued until the patient revives or you are advised by a physician to stop.
3. Stop haemorrhage (loss of blood) by direct pressure. This is done by using a compress dressing of adequate size held firmly in place. Elevate the part. If necessary add padding over the original dressing.
4. Wash your hands thoroughly whenever possible before attending to wounds and handling dressings.
5. Under first aid conditions, the application of an antiseptic may do more harm than good. The first aider saves time and useless effort by omitting the procedure of applying an antiseptic.
6. Cover wounds to protect them. Reduce the chances of infection by not talking, coughing or sneezing over a wound.

7. Injuries which could be aggravated by movement must be prevented from doing so. Keeping dislocations, fractures, and other severe injuries immobile is most important.

8. Treat shock by laying the patient on his back. Place the head low and turned to one side unless there is an injury to the head, abdomen, or chest when the head and shoulders should be slightly raised and supported. If he has vomited or if there is interference with breathing place him in the three-quarter prone position. Loosen tight clothing about the neck, chest and waist. Wrap him to keep him warm. If he complains of thirst, he may be given sips of water, coffee or other liquid but not alcohol.

These points will help:

(a) If the patient is unconscious, ensure a free breathing passage. Whenever circumstances permit, place the patient in the three-quarter prone position.

(b) If the patient is conscious, ask, "Where does it hurt?" This may reveal an injured area not suspected. The second question, "How do you feel?" may reveal symptoms of value in determining treatment.

Remember -- If the first aid interferes with the doctor's first treatment then you have not practiced good first aid. The doctor should be able to do first treatment from where you left off doing first aid.

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
I	A collection of commonly								
	used handbooks and manuals								
	e.g., "Guide to Unemploy-								
	ment Insurance"								
	"Your Canada Pension Plan"								
	"First Aid Regulations"								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	10/11	Y N TJ

DATE ______________________

OBJECTIVE NUMBER

(1) 1. What is a manual? ______________________________ 1

____

____

(3) 2. Give three examples of manuals. 1

a. ______________________________________

b. ______________________________________

c. ______________________________________

(2) 3. Read the following table of contents of a manual entitled: "Guide to the New Unemployment Insurance". Answer the questions that follow. 2, 3

CONTENTS

Page	
1	Introduction
1	Major Differences
2	Transition Period
2	Benefit Rates
3	To Quality
3	Separation
4	Filing a Claim
4	Maintaining Your Eligibility
5	Reporting
5	Payment of Benefits
6	Waiting Period
6	Claimant Assistance Program

BENEFIT STRUCTURE

Page 7 1 - Initial Benefit - "Major Attachment" Claimants
- 7 (a) Shortage of Work
- 8 (b) Sickness
- 9 (c) Maternity

9 2 - Initial Benefit - "Minor Attachment" Claimants

10 3 - Initial Benefit Re-established - "Major" and "Minor" Attachment Claimants

10 Extended Benefit

12 Retirement

13 Premiums (Contributions)

13 Income Tax

14 Financing

a. Where would Sara Findlay look to find out what benefits she can get if she wants to take time off when she has her baby? Write the name of the section.

____

b. What page would Jackson Wainright look on to see if he can turn down a job that was offered to him but still maintain his eligibility to claim unemployment?

Page __________

(2) 4. Here are four pages from the manual. Use the table of contents in question 3 of this Skills Check and answer these questions. 4

You are unemployed and you know you are eligible to unemployment insurance benefits, but you don't know how to file a claim. Write the page you would find it on and the first step you should take.

____

____

____

With a Dependant: Those whose earnings are $50 per week or less are eligible at once for the 75 percent rate - 75 percent of average insured earnings during the qualifying period.

For those who earn more than $50 weekly, the rate is two-thirds in the early stages. Starting with the first week of Extended Benefit, the rate rises to 75 percent.

There is a MINIMUM BENEFIT RATE OF $20 AND A MAXIMUM BENEFIT RATE OF $100 WEEKLY. Minimum and maximum rates will both be reviewed annually.

TO QUALIFY

An insured week is one in which a contribution has been paid. Eligibility depends on the number of insured weeks worked within the last 52 weeks, or since the start of the last benefit period, whichever is the shorter: this time-span is known as the "qualifying period".

A person who has less than eight weeks of insured employment cannot qualify.

A "minor attachment" to the work force is defined as from 8 to 19 wks. of insured employment within the qualifying period.

See "Benefit Structure" for an explanation of the entitlement differences between major and minor attachments.

SEPARATION

On separation from your employer, you must obtain from him an "Employee's Contribution Record". After January 2, 1972, this form will be replaced by a "Separation Certificate". By whatever name, it is a valuable document for you since it helps establish your right to benefit. Be sure to keep all these records in a safe place, since you will need them when you file a claim.

FILING A CLAIM

As soon as you have become unemployed, pick up a "Claimant's Kit" from any Canada Manpower Centre, Post Office or Unemployment Insurance Commission agent. A kit can also be obtained by writing or telephoning the nearest UIC office (there is no need to go there in person).

Fill out the "Application for Benefit" with great care, making sure that your name, full address and Social Insurance Number are included - and clearly legible.

NOTE: Many claims have been delayed for weeks because a signature, a street address, a telephone number - or even the name of the city - has been omitted. This makes it impossible either to process the claim further, or to contact the claimant for more information.

MAIL YOUR APPLICATION AT ONCE!

MAINTAINING YOUR ELIGIBILITY

To establish your claim in the first place - and to maintain it - the following facts must apply:

1. You are unemployed and are experiencing an interruption of earnings.
2. You are willing to accept any suitable work that is offered to you and are physically capable* of handling it.
3. You are making every possible effort to find work - not just waiting for work to be found for you.

* Under certain conditions the "physically capable" requirements can be waived, if the interruption of earnings is due to sickness (see Page 8) or maternity (see page 9).

REPORTING

If everything is in order and if you have sufficient weeks to qualify, you will receive a "computation notice" within a week or two of filing your claim. The notice will outline your weekly rate of benefit and its duration. Also within the first week or two, you will receive a "Claimant's Report" form.

A Claimant's Report can cover a one-week or a two-week period, but the period always starts on a Sunday and ends on a Saturday. The number of weeks covered by the report is clearly shown.

Since you are required, among other things, to list any money you may have earned (whether or not you have received it) during the reporting period, it is most important not to mail back the report too soon! Complete and mail it no earlier than the Sunday following the end of the report period.

If you have any reason to write your UIC office about your claim, be sure always to list your Social Insurance Number, your full address, and to print your name under your signature. These steps speed up identification of your case, and ensure that you are paid quickly.

PAYMENT OF BENEFITS

Unless correct and complete reports are received, payment may be delayed because further inquiries will have to be made.

Reports are usually received by the UIC by about Tuesday morning. Cheques (or "benefit warrants") are mailed out by Wednesday evening and should be in the hands of claimants by Thursday or Friday, depending on the local mail service.

If you have not received your cheque within a week of mailing your report, CONTACT YOUR UIC OFFICE!

WAITING PERIOD

Page 6

Under the newlegislation, the waiting period is two weeks and for this period the claimant does not get paid.

Like the "$100 deductible" clause in car insurance, the two-week waiting period disposes of a large number of small claims by those who are re-employed within a short time. The cost of carrying those small claims would place an unduly heavy burden on all participants.

CLAIMANT ASSISTANCE PROGRAM

The purpose of this program is two-fold. First, it is to help the claimant help himself and, secondly, to direct him to other agencies that may help him find re-employment, or give him financial or social assistance.

Claimants may apply for this assistance, or may be selected. In the latter case, invitations for an interview are sent out a week ahead. The first interview takes place in about the 6th week, the second (if necessary) about a month later. Acceptance of these invitations is completely voluntary.

FIRST INTERVIEW

1. In cooperation with the claimant, a list is made of his skills that might be marketable in the immediate area.

2. The claimant is shown how to organize the facts of his skill and experience into a presentable form, for the information of potential employers.

   He is introduced to other job search techniques. In effect, he is taught how and where to "sell" himself. Where appropriate, he may be referred - by appointment - to a job placement agency.

(1) 5. Here is a list of the manuals Ted Bech's boss gave him when he started work. He told Ted to be sure he understood when he had to wear his hard hat. Which handbook would Ted read? 4, 5

a. "Guide to the New Unemployment Insurance"
b. "Employees Handbook on Workmen's Compensation"
c. "Your Canada Pension Plan"
d. "Your Superannuation Plan"
e. "Accident Prevention Regulations"
f. "First Aid Regulations"

____

____

(2) 6. On the pages that follow there are instructions on how to calculate when your claim starts. Read it and answer this question. The company that Reeva Patterson worked for went bankrupt. The boss stopped paying her on Tuesday, July 16th, 1974. She stayed on three days on her own time to help him clean up odds and ends. He said he would help her get another job but he was unable to secure a position for her. On July 3rd, she filed a claim for unemployment and got permission to date it July 16. When will her benefits start? 4, 6

____

____

____

(b) Pregnancy: If you are pregnant when filing a claim or you become pregnant after filing it:

You must advise the UIC office immediately, giving the date of your expected confinement. Such information will be kept strictly confidential. A medical certificate is required. You may be entitled to benefits during the period starting 9 weeks before and 6 weeks after your confinement, but this can only be determined if you provide the required information. You must also advise of the actual date on which your confinement occurs.

BE SURE TO USE YOUR OWN SOCIAL INSURANCE NUMBER.

1 1 YOUR CLAIM STARTS

(a) From the Sunday of the week in which an interruption of your earnings occurred, if you make an application for benefit within one week following that interruption. Otherwise, your claim will start from the Sunday of the week in which you make application for benefit, unless you request that your claim be dated earlier and can show good reason for not having applied earlier.

(b) Where vacation pay and other monies are paid at the time of separation, your claim will not start until these monies have been used up at the rate of your regular weekly earnings.

1 2 ADVANCE PAYMENT

This is available only to "major attachment" claimants and under certain conditions. The payment is equal to three week's benefit. The first half of this sum is mailed on receipt of your first claimant's report, the second half not more than 10 days later. Some of the conditions are that you:

(a) Have had an interruption of earnings due to shortage of work.

(b) Do not expect to return to work for your former employer for at least the next five weeks.

(c) Have served your two-week waiting period in the period that began with - or immediately followed - the week in which the interruption of earnings occurred.

(d) Are not in an employment that will continue after the waiting period.

(e) Are capable of and available for work.

(f) Have not been disqualified from receipt of benefit.

13 ORDINARY PAYMENTS

These apply to "major attachment" claimants who were not eligible for the advance payment and to all minor attachment claimants. The first payment is normally made in the fourth week of the claim on receipt of the second claimant's report. However, your first payment may be delayed or postponed due to incorrect reports, excess earnings during the waiting period, etc.

The first payment is for one week's benefit. Thereafter, payments will be made every two weeks while you remain unemployed.

14 REPORTING

(a) At the start of your claim you will receive a "Claimant's Report". Complete the report form ensuring that you answer each question and that you give full details as required.

(b) Completion of your "Claimant's Report" is explained in paragraphs 15 to 24 below. It is important that you read these instructions very carefully, as any misstatement or omission may well affect your receipt of benefit or cause delay in payment. If you make an error on the report, strike it out and enter the corrected information, placing your initials against the change you have made.

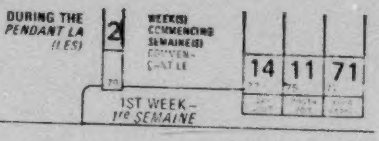
(c) Enter your name and address in the space provided on the envelope to be used to mail your report form in all cases and indicate whether or not it is a change.

15 HOW TO COMPLETE YOUR CLAIMANT'S REPORT FORM (see sample of form on pages 18-19)

(a) The report form covers a period of either one or two weeks and is clearly marked "1" or "2" to indicate this. The commencing date of the period is shown at the top of the report and is the first day (Sunday) of the period for which you are reporting.

DO NOT COMPLETE YOUR REPORT FORM BEFORE THE LAST DAY OF THE PERIOD FOR WHICH YOU ARE REPORTING.

(b) For example, if your report form shows "2" in the top left-hand corner and the date is shown as


DURING THE
PENDANT LA
(LES)
2
WEEK(S)
COMMENCING
SEMAINE(S)
14
11
71
1ST WEEK –
1re SEMAINE

your form covers a full two-week period beginning Sunday, November 14, and ending Saturday, November 27, 1971.

YOU SHOULD MAIL THIS REPORT FORM ON SATURDAY, NOVEMBER 27, NOT BEFORE.

(c) The report form should be returned promptly at the end of the period.

---

1 6 WHEN YOU FIND WORK

If you find a job, indicate this in the space provided on your report form.

Further reports will not be sent to you while you are employed. If you again become unemployed, you should notify your UIC office.

---

1 7 EACH TIME YOU COMPLETE YOUR CLAIMANT'S REPORT FORM YOU ARE DECLARING:

(a) (i) Whether you did any work during the period, or were self-employed.
  (ii) Whether you received, or will receive, any money for the period.
  (iii) Whether you attended a school, college, university or other training course during the period.
  (iv) Whether you were ready, able and willing to take suitable work, but were unable to find it on each and every day of the period.
  (v) Whether or not you are continuing wholly or mainly to support the person you previously named as your dependant.
  (vi) Whether you have started a full-time job.
  (vii) That you have read this booklet.

(b) A sample of the report form you will be required to complete is shown on pages 18-19. Please study it carefully

Skills Check 2

SCORE	CRITERION	DECISION
	12/13	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(3) 1. a. What is a manual? ____________________ 1

____

b. What are some types of manuals you have seen?

____

(2) 2. What kinds of information is recorded in "Your Canada Pension Plan"? (See the last 3 pages of this Skill Check.) 2

____

____

____

(4) 3. Using the table of contents and the index in "Your Canada Pension Plan", answer these questions. 3, 4, 5

a. Where would you look in "Your Canada Pension Plan" to learn about the pension benefits related to migratory workers?

____

____

b. What page would you find the definition for the word "beneficiary"?

____

c. You are interested in finding out about survivor's pensions. Where is this information in the pension plan manual?

____

d. What page would you look up information on "disability pensions"?

____

____

(2) 4. Mr. Anholt is over 65 and receives Canada Pension Plan and Old Age Security benefits. He enjoys gardening, and during the summer months, he gardened at a couple of homes in his town. He earned about $75.00 from his work. Will these earnings reduce the amount he will receive from the Canada Pension Plan? Explain. 4, 6

____

____

____

(2) 5. Mrs. Thomas was a widow who received a survivor's pension of $100 a month. In 1967 she married again, but in 1973 she was divorced from her second husband. Tell what effect these two events would have on her survivor's pension benefits, using "Your Canada Pension Plan" as reference. 4, 6

____

____

____

YOUR CANADA PENSION PLAN

Table of Contents

Page

Income Tax Position 3
Summary 3
Coverage 5
Definitions 8
Employee contributions 11
Employer contributions 12
Self-employed persons 12
Retirement pensions 13
Transition period 15
Pensions and work after 65 16
Death benefits 17
Qualifying period for widow's, orphan's, disabled widower's and death benefits . 17
Widows in general 18
Disabled widowers 19
Widows aged 65 and over 20
Widows under age 65 21
Widows with dependants 22
Orphan's and disabled contributor's child's benefits 23
Disability benefits 23
"Wholly or substantially" maintained ... 25
Survivor's pension 26
Portability of pensions 27
Administration and appeals 28
Guaranteed income supplement 31
Tables 32-34
Index 35-36

INDEX

Page

Administration 27
Appeals 27
Casual workers 6
Conviction of offence suspending OAS pension 30
Coverage of plan 5
Death after remarriage 27
Death benefits 17
Definitions 8
Dependent child 8
Disability pension 23
Disabled contributor's child 9, 23
Disabled widowers 19
Discontinuance of survivor's pension ... 26
"Drop out" years 14

Employee contributions 11
Employer contributions 12
Employment after retirement 16
Employment to inconsiderable extent 7
Excepted employment 5
Exempt earnings 11, 12
Government employees 6
Guaranteed income supplement 31
Migratory workers 5
Old Age Security pension 28
Orphans 10, 23
Payment of retirement pensions 13
Portability of pensions 27
Qualifying periods for benefits 17, 24
Reduction of widow's pension 21
Remarriage of surviving spouse 26
Residence for Old Age Security 29
Retirement pensions 13
Self-employed persons 12
Social Insurance Number 11
Survivor's pension 26
Tables 32-34
Taxation of contributions and benefits . 3
Transition period 15
Wholly or substantially maintained 25
Widows
. aged 65 and over 20
. disabled 18
. pension plus retirement pension 20
. under 35 21
. under 65 21
. with dependants 22
Work after 65 16

From "Your Canada Pension Plan"
(pages 16, 17)

Pensions and Work After 65. - Under the Canada Pension Plan, a person who retires between the ages of 65 and 70 may still make modest earnings from part-time or casual employment. He may earn up to $80 a month, or $960 a year, without a reduction in his pension. Beyond that and up to $1,600 extra earnings per year, his pension is reduced by 50¢ for each extra dollar earned, and if he earns more than $1,600, the pension is reduced by $1.00 for each dollar earned over $1,600. However, if for a particular month a person does not earn $80, even though he earns over that amount in other months, his retirement pension for that particular month cannot be reduced.

In 1973, a person aged 65 will receive an Old Age Security pension of $82.88 for the first 3 months of the year and, under the 1973 Budget proposals as contained in Bill C-147, $100 for the last 9 months of the year, or $1,148.64 a year. Adding to this the allowable CPP earnings of $80 a month or $960 a year, a single person could have an income of $180 a month or $2,108.64 a year without any reduction in his CPP retirement pension. A married couple, both eligible for Old Age Security, could have an income of $165.76 for the first 3 months of the year and, under the 1973 Budget proposals, $200.00 for the last 9 months of the year, or $2,297.28 a year, each Old Age Security pension plus the husband's $960 a year allowable CPP earnings, making a combined income of $3,257.28 a year with no reduction in the husband's retirement pension.

Combining the above benefits of $3,257.28 a year, with the husband's maximum CPP retirement pension of from $81.21 to $90.71 monthly, in 1973 a married couple could have a combined income of from $4,231.80 to $4,345.81 a year.

Death Benefits. - The death benefit is a lump sum payment which amounts to six times the monthly retirement pension, or 10% of the earnings ceiling for the year of death, whichever is less. This amounts to a maximum payment in 1973 of $560. In most cases the death benefit will be paid to the surviving spouse, otherwise it will be payable to the deceased's estate.

Death benefits are payable upon approval of an application for payment of a death benefit.

From "Your Canada Pension Plan"
(pages 26, 27)

Survivor's Pension. - A "survivor's pension" means a widow's or a disabled widower's pension. The term is used in connection with the remarriage of a surviving spouse. Where a person to whom a survivor's pension is paid remarries, the survivor's pension is discontinued in the month following that in which the person remarries.

Where the spouse of a person whose survivor's pension has been discontinued due to remarriage dies, such person may, upon application, be paid a survivor's pension equal to the one that was discontinued, or the survivor's pension that would have been payable by reason of the death of the subsequent spouse if no survivor's pension had been previously payable, whichever is greater.

Where the marriage of a person whose survivor's pension has been discontinued due to such marriage is terminated otherwise than by death, the survivor's pension previously payable will again become payable.

No survivor's pension is payable to the surviving spouse by reason of the death of the contributor if the contributor married after a retirement pension or disability pension became payable to him, unless, in the case of a person who married after a disability pension became payable, he made a contribution for earnings after his marriage.

Where a contributor dies within one year after his marriage, no survivor's pension is payable if the Minister is not satisfied that the contributor was in such a condition of health that his life expectancy would be for at least one year after the marriage.

Portability of Pensions. - There is full portability of pensions. Thus, a contributor's pension rights are not reduced in any way if he changes his employment or his residence.

The administration of the Canada and Quebec Pension Plans is fully co-ordinated. If a contributor to one plan becomes a contributor to the other plan through a change in job or residence, the earnings records of the contributor are recorded under both laws and merged, with only one combined pension being paid. The Canada Pension Plan determines which of the two jurisdictions pays the pension.

Answer Key

Skills Inventory

1. A manual is a book which contains instructions and/or information related to one general subject area.
2. a. "Your Canada Pension Plan"
   b. "First Aid Regulations"
   c. "Guide to the New Unemployment Insurance"
   (Other answers: T.J.)
3. a. 40.14, 40.16, 32.22, 44.36, 44.40, 44.44, 40.18-40.26
   b. 14; could also be 10, 12, 80
   c. Under regulation 72.02
4. "Employee's Handbook on Workmen's Compensation"
5. Stop haemorrhage by direct pressure. Use a compress dressing of adequate size held firmly in place. Elevate the part. If necessary, add padding over original dressing.
   (T.J.)

Skills Check 1

1. A manual is a book which contains instructions and/or information related to one general subject area.
2. a. "Employee's Handbook on Workmen's Compensation"
   b. "Your Superannuation Plan"
   c. "Typewriter Operating Instructions"
   (Other answers: T.J.)
3. a. Maternity
   b. Page 4
4. Page 4
   As soon as you become unemployed, pick up a Claimant's Kit from any Canada Manpower Centre, Post Office, or Unemployment Insurance Commission Agent
5. "Accident Prevention Regulations"
6. Her claim will start from the Sunday of the week in which she made application for benefit.

Skills Check 2

1. a. A manual is a book which contains instructions and/or information related to one general subject area.
   b. Manuals involving an individual's work, first aid regulations, operation of machinery, etc.
   (Other answers: T.J.)
2. Employee and employer contributions, benefits of the plan, etc.
   (Other answers: T.J.)
3. a. Coverage - page 5
   b. Page 8
   c. Survivor's pension - page 26
   d. Page 23
4. No. A person over the age of 65 may earn up to $80 a month or $960 a year without a reduction in his pension.
5. Mrs. Thomas would not receive her survivor's pension in the years she was remarried (1967-73). However, due to her divorce, she would again receive the benefits of a survivor's pension.

GENERIC SKILLS

●

WRITING

I A - SENTENCES

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ______

GENERIC SKILL Write sentences correctly

PREREQUISITE SKILL UNITS L I A, R II B

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Define a sentence as a group of words which expresses a complete thought.				
2. Select sentences from a group of items which contain sentences and non-sentences.				
3. Identify the complete subject and the complete predicate in given sentences.				
4. Identify nouns, verbs and pronouns in sentences.				
5. Complete a sentence, given the subject, and use a period for closing.				
6. Complete a sentence given the predicate.				
7. Identify sentences which make a statement, command an action, ask a question or show strong feeling.				
8. Write simple sentences correctly, using given content.				

INSTRUCTOR'S COMMENTS ______

DATE COMPLETED ______ INSTRUCTOR'S INITIALS ______

Skills Inventory

OBJECTIVE NUMBER

(1) 1. What is a sentence?____ 1

____

(5) 2. Put a check (✓) beside each of the following which are sentences. 2

______ a. Dial that number.

______ b. Wow, look at those hot pants!

______ c. Came home late.

______ d. Most jobs require some kind of training.

______ e. Located in the center of the city.

(5) 3. Underline the complete subject, and put brackets like this ( ) around the complete predicate in each of the following sentences. 3

a. John built a cottage.

b. Mary and I are going to a movie.

c. Education is important.

d. We went to work after lunch.

e. I went back to school because I couldn't find a job.

(5) 4. Underline the nouns in these sentences. 4

a. The building was finished last year.

b. John A. Macdonald was Canada's first prime minister.

(3) 5. Underline the pronouns in these sentences. 4

a. We took the test the same day as they did.

b. John, Bill and I came in just before lunch.

(2) 6. Underline the verbs in these sentences. 4

a. The truck collided with the small car.

b. We wrote our exams last Tuesday.

(2) 7. Complete each of these to make sentences. 5

a. The building on the corner ______________________________

____

b. My instructor ______________________________________

____

(2) 8. Complete each of these to make sentences. 6

a. ____________________________went to the drive-in movie.

b. ____________________________gave her a ride to work.

(4) 9. Match these sentences with the words on the left which tell what kinds of sentences they are. 7

a. asks a question

b. a command

c. makes a statement

d. shows strong feeling

1. _____ It's cold outside.

2. _____ Oh my goodness, the house is on fire!

3. _____ How old are you?

4. _____ Shut the door.

(1) 10. Write a sentence containing the words: work, Bill, went and add any other word or words you need. 8

____

____

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Vocational English, Book								
	One, Unit 3, pages 47-98	✓	✓	✓	✓	✓	✓		✓
T	Basic Skills in Grammar,								
	Book 1, pages 4, 5, 10;				✓			✓	
	50-51								
W	Essentials in English,								
	First Book, pages 16-20	✓	✓					✓	

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	23/26	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(1) 1. Define a sentence. ______________________________________ 1

____

(5) 2. Check (✓) the examples below which are sentences. 2

_____ a. Locked the car.

_____ b. Go to bed.

_____ c. He who studies hard and long.

_____ d. Whenever I come here I enjoy the meals.

_____ e. Would you please take your seats?

(4) 3. Underline the complete subject and put brackets around the complete predicate in these sentences. 3

a. The Smiths and the Wilsons always enjoy the visits.

b. The foreman of our plant was injured on the job yesterday.

c. That new girl, Mary, typed sixty words a minute!

d. Wally ran to the door.

(3) 4. In each of these sentences circle all examples of the part of speech indicated in the bracket at the end of the sentence. 4

a. Everybody came with him when he came in to see us. (pronouns)

b. The team went to play ball every night at Exhibition Stadium. (nouns)

c. The construction crew moved in and built the house in just sixty days. (verbs)

(3) 5. Complete these so that they become sentences. 5

a. Please ______________________________________

b. All the people in our class ____________________

c. Teenagers ______________________________

(3) 6. Complete these so that they become sentences. 6

a. A ______________________________

broke the upper part of his leg.

b. ______________________________

were working on the roof of the house.

c. ______________________________

read a lot of pocket books.

(4) 7. Match these sentences with the descriptions which tell their kind. 7

1. _____ The temperature is 12°C. a. shows strong feeling

2. _____ What is the salary for the job? b. asks a question

3. _____ Get to work on time tomorrow. c. a command

4. _____ How beautiful you look! d. a statement

(3) 8. Write sentences for each of a, b and c using the given words and any other words you need. 8

a. order form, secretary, typed

____

____

b. movie, noon, shown

____

____

c. grow, west, wheat

____

____

Skills Check 2

SCORE	CRITERION	DECISION
	23/26	Y N TJ

DATE ________________

OBJECTIVE NUMBER

(1) 1. Define a sentence. ______________________________ 1

____

(5) 2. Check (✓) the examples below which are sentences. 2

_____ a. Early every morning in the winter.

_____ b. You could see the fire for miles and miles.

_____ c. Which came in the mail this morning.

_____ d. That jacket you have on looks fine.

_____ e. Try to finish that by noon.

(4) 3. Underline the complete subject and put brackets around the complete predicate in these sentences. 3

a. The bus left the station five minutes late.

b. You heard what I said.

c. Harry, Pete and the whole gang gave a party for Ed when he left.

d. Sharon is the most attractive girl in the pool.

(3) 4. In each of these sentences circle all examples of the part of speech indicated in the bracket at the end of the sentence. 4

a. This country, for all its faults, is still the best place in the world. (nouns)

b. Look for the correct answer, write it down and then check all your work. (verbs)

c. They still think we are protecting him. (pronouns)

(3) 5. Complete these so that they are sentences. 5

a. After the movie we ___________________________

b. The job interview ______________________________

c. The weather ______________________________

(3) 6. Complete these so that they become sentences. 6

a. ______________________________

had all written the test.

b. ______________________________

are becoming worried about unemployment.

c. ______________________________

seen that happen before.

(4) 7. Match these sentences with the descriptions which tell their kind. 7

1. _____ Are you ill?
2. _____ What a terrible sunburn you have!
3. _____ I got a hundred percent.
4. _____ Try to do the best job you can.

a. shows strong feeling
b. asks a question
c. a command
d. a statement

(3) 8. Write sentences for each of a, b and c, using the words given and any other words you need to make the sentences complete. 8

a. girl, friend, mother, Saturday

____

____

b. came, mailman, house

____

____

c. works, store, sister

____

____

Answer Key

Skills Inventory

1. A sentence is a group of words which expresses a complete thought.
2. a, b, d
3. a. John (built a cottage).
   b. Mary and I (are going to a movie).
   c. Education (is important).
   d. We (went to work after lunch).
   e. I (went back to school because I couldn't find a job).
4. a. building, year
   b. John A. Macdonald, Canada's, prime minister
5. a. we, they
   b. I
6. a. collided
   b. wrote
7. (T.J.)
8. (T.J.)
9. 1. c
   2. d
   3. a
   4. b
10. (T.J.)

Skills Check 1

1. A sentence is a group of words which expresses a complete thought.
2. b, d, e
3. a. The Smiths and the Wilsons (always enjoy the visits).
   b. The foreman of our plant (was injured on the job yesterday).
   c. That new girl, Mary, (typed sixty words a minute)!
   d. Wally (ran to the door).
4. a. Everybody, him, he, us
   b. team, ball, night, Exhibition Stadium
   c. moved, built
5. (T.J.)
6. (T.J.)
7. 1. d
   2. b
   3. c
   4. a
8. (T.J.)

Skills Check 2

1. A sentence is a group of words which expresses a complete thought.
2. b, d, e
3. a. The bus (left the station five minutes late).
   b. You (heard what I said).
   c. Harry, Pete and the whole gang (gave a party for Ed when he left).
   d. Sharon (is the most attractive girl in the pool).
4. a. country, faults, place, world
   b. Look, write, check
   c. They, we, him
5. (T.J.)
6. (T.J.)
7. 1. b
   2. a
   3. d
   4. c
8. (T.J.)

GENERIC SKILLS

●

WRITING

II A - PARAGRAPHS

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ____________

GENERIC SKILL Write a paragraph

PREREQUISITE SKILL UNITS W I D

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Identify a paragraph as a group of sentences about a single topic or thought.				
2. Identify topic sentences in paragraphs.				
3. Using a given series of simple sentences or ideas, write a sequential paragraph and vary the sentence structure.				
4. Improve a given paragraph by using a clear topic sentence, developing the ideas in sequence and correcting sentence errors.				
5. Write a paragraph demonstrating correct sentence structure, word usage and spelling.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(1) 1. A group of sentences which has a single topic or thought is called a ______________. 1

(2) 2. Underline the topic sentence in these paragraphs. 2

a. The childhood I recall was anything but joyous. The firmest memory I have is the ache of acute loneliness and constant searching for a hiding place. I hid in the attic; I hid in books. Rebellion and aggression and vandalism became my way of life.

b. Do you think a marriage based upon a special type of perfume is likely to be a successful marriage? How much more popular is a girl likely to be just because she changes her hair color? These questions seem silly, but those are the types of ads we see on television. If we believed them, we would be foolish enough to think a girl can catch a husband simply by using a certain cosmetic. How important is it, after all, to have hands that look sixteen when you are a fifty year old woman? Much of the advertising today encourages our young people to have unrealistic expectations.

(5) 3. Write a paragraph of four or five sentences using these ideas. 3

- a car and a truck
- at the crossroads
- ambulance called
- a collision happened
- a car driver injured

____

____

____

____

____

(6) 4. Rewrite this paragraph to improve it and correct any errors. 4

So you need to find a job. So does everybody sooner or later and the sooner they know how to the better or they'll never get one. Everything is changing so fast. People change jobs often. People don't know how to get a new job. People do not know how to sell themselves to an employer but they can learn or else they'll never get a job.

____

____

____

____

____

____

____

(10) 5. Write a paragraph which contains a clear topic sentence, logical sequence of ideas, and various sentence constructions. Use the following information. 4, 5

Topic: Writing good reports

Purpose: To explain why reports should be written clearly and simply.

Content:
- a. People appreciate simplicity.
- b. A few might be impressed by big words.
- c. Some writers think they have to be overly formal in reports.
- d. Long, complicated sentences do not show consideration for the reader.
- e. Brevity and clarity should be your goal.
- f. You want every reader to understand your writing.

____

____

____

____

____

Learning Resources

MEDIA	TITLE	OBJECTIVE 1	2	3	4	5	6	7	8
T	Vocational English, Book One, pages 179-189	✓	✓	✓	✓	✓			
T	Better and Faster Reading, pages 113-150	✓	✓	✓	✓	✓			
W	Essentials in English, First Book, pages 76-79, 176-178	general							
W	Essentials in English, Second Book, pages 22-25, 51-55	general							

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	25/28	Y N TJ

DATE ______________

OBJECTIVE NUMBER

(1) 1. A paragraph is (check (✓) one). — 1

_____ a. a list

_____ b. a group of sentences on a single topic

_____ c. a story

_____ d. a report

_____ e. a part of a sentence

(2) 2. Underline the topic sentence in these paragraphs. — 2

a. It was the most frightening job interview I ever had. The interview was held on the thirteenth floor in a large board room. I was asked to come in and sit at the end of a long table. Five tall men were there and they were all staring at me. One man, who introduced himself as Jim Smith, introduced the others. I couldn't remember their names because I was so nervous.

b. Have you ever thought of how many things you do in a day that are just a result of habit? You probably go to bed at about the same time, eat three meals a day at about the same time and even eat some of the same things, out of habit. Some habits like saying hello are just polite habits. Others like good eating and sleeping habits keep you healthy. Other habits such as smoking and overeating are harmful and perhaps even short cuts to death. No matter how you look at it, man is a creature of habit, always has been, and could not survive if he were not.

(5) 3. You are given a topic sentence below and some further points. Write four or five varied sentences in good sequence using these points to complete the paragraph. — 3

Topic sentence: We started by looking in the daily paper for advertisements for apartments for rent.

Further points: - 2 bedrooms
- wanted to pay about $100 per month
- most were too expensive
- we finally found one

Write the paragraph here.

____

____

____

____

____

(10) 4. a. Here is a paragraph which uses several poor or incorrect sentences. Rewrite it in several sentences to make a good paragraph. 4

What this country needs is a good twenty-five cent haircut again, if haircuts were twenty-five cents everything else would be down in price including wages. So we wouldn't be any further ahead than we are now except if you could get a high paying job you would be richer than you are now and could probably buy more things like a better car and a colour television and maybe take your wife out to dinner more often than you do now. Then everybody else would be wanting to buy things, the prices would go up again so things are probably better the way they are now.

____

____

____

____

____

b. Rewrite the following paragraph to include a clear topic sentence, clear development of ideas, and various sentence constructions.

The game was over at 7:30 p.m. Both teams played their best. The winner was the Northside team, by 2 runs. The spectators seemed to enjoy the game. The game began at 5:45 p.m. The score was tied at the end of the eighth inning. Both sides were cheered with equal enthusiasm. The game was held last night at Municipal Park.

(10) 5. Write a paragraph with correct sentence structure, good word usage and correct spelling using this information. 5

- Jim Brown
- left school in grade eight
- worked as a delivery man
- returned to school to take a course in accounting
- now is working in an office at National Hardware Stores

Skills Check 2

SCORE	CRITERION	DECISION
	25/28	Y N·TJ

DATE ____________________

OBJECTIVE NUMBER

(1) 1. A paragraph is (check (✓) one). 1

_____ a. a kind of chart

_____ b. a special kind of sentence

_____ c. a child's toy for drawing things

_____ d. a group of sentences about a single topic

_____ e. a composition

(2) 2. Underline the topic sentence in this paragraph. 2

a. The office where I work is quiet. Not like the kitchen where I used to work. That place was hot and loud and like rush hour every hour of the day. One of the waiters was my buddy. He used to say "Love it. Right where the action is." But it wasn't for me. My nerves couldn't put up with the noise and the pace. You have to have a job that's right for you. I like things cool and calm and neat.

b. We had to keep David home from school today because he was sick. The doctor suggested that he should stay home for the rest of the week. Please send any work he needs to do. We will let you know if he is unable to be back at school on Monday.

(5) 3. You are given the topic sentence and the points below. Write a paragraph using the topic sentence and the points. 3

We arrived at the college for our first day at about nine in the morning.

- many new students starting
- so many stairs and hallways
- everybody seemed lost
- finally found the right room
- gave us books
- had to fill out forms

(10) 4. Rewrite the following paragraphs, making them better by using clear topic sentences, good sequence of ideas, and various sentence forms. 4

a. Cats are my favorite animals. Some people like dogs. There are many kinds of pets. Children like to have a pet. Some other pets include: turtles, tropical fish, gerbils, and horses. Cats are more independent than dogs. Cats are easy to keep in an apartment. A bird is another popular pet. A bird is easy to look after. A horse would need a stable and lots of room to run. Dogs are better in houses with yards than in apartments.

b. This paragraph contains only two sentences. Rewrite the paragraph by breaking these sentences up into several shorter ones to provide a variety of sentence lengths and to avoid run-on sentences.

The boss was angry with me for being late for work again, he was looking all over the place and so when I got to work he called me into his office to talk to me about it. I was surprised that he didn't fire me right there but instead he treated me very fairly and wanted to find out why I was always late, he said I was a good worker and wanted to keep me in the job but that it was all up to me to prove that I really wanted the job by getting to work on time.

(10) 5. Write a paragraph using correct spelling, good word usage and correct sentence form on one of the following topics. 5

a. Used car salesmen
b. Frustration at work
c. Over-active air-conditioning
d. A topic of your choice

Answer Key

Skills Inventory

1. paragraph
2. a. The childhood I recall was anything but joyous.
   b. Much of the advertising today encourages our young people to have unrealistic expectations.
3. (T.J.)
4. (T.J.)
5. (T.J.)

Skills Check 1

1. b.
2. a. It was the most frightening job interview I ever had.
   b. No matter how you look at it, man is a creature of habit, always has been, and could not survive if he were not.
3. (T.J.)
4. (T.J.)
5. (T.J.)

Skills Check 2

1. d.
2. a. You have to have a job that's right for you.
   OR
   I like things cool and calm and neat.
   b. We had to keep David home from school today because he was sick.
3. (T.J.)
4. (T.J.)
5. (T.J.)

GENERIC SKILLS

•

WRITING

I B - CAPITALIZATION AND PUNCTUATION

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ______

GENERIC SKILL Capitalize words and punctuate written sentences correctly.

PREREQUISITE SKILL UNITS W I A

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Capitalize names of people, proper nouns, titles of honour and respect, initials, days of the week and months of the year, holidays, and titles of books in given sentences which contain uncapitalized words.				
2. Correct capitalization in a given sentence which requires addition and deletion of capitals.				
3. Use end-of-sentence punctuation properly to make a statement, ask a question, command an action, or show strong feeling.				
4. Identify comma, colon, semi-colon, and quotation marks by name.				
5. Use the apostrophe correctly in possessives and contractions.				
6. Use commas correctly in dates and addresses.				
7. Punctuate given sentences correctly involving end punctuation, comma in series and colon preceding a list.				

INSTRUCTOR'S COMMENTS ______

DATE COMPLETED ______ INSTRUCTOR'S INITIALS ______

Skills Inventory

OBJECTIVE NUMBER

(5) 1. Put a circle around each letter in the following sentences which should be a capital. — 1

a. did you read the book called the godfather?

b. john and bill stayed at the pines motel.

c. february is the shortest month.

d. the t. eaton company is building a new store on douglas avenue.

e. mr. j. f. black, principal of central high school, will be the guest speaker on labour day.

(5) 2. Rewrite these sentences using correct capitalization and end of sentence punctuation. — 2, 3

a. we are studying reading, mathematics and science

____

____

b. the book, call of the wild, is popular among teenagers

____

____

c. the prime minister is meeting today with the president of the united states

____

____

d. After I Get My Certificate I Plan To Be A Clerk Typist

____

____

e. The Toronto-Montreal Game Is On Television At 6:30 P.M. On Saturday

____

____

(4) 3. These sentences have no punctuation at the end. Add the correct punctuation. 3

a. Pick me up at 7 o'clock

b. I felt tired after all that work

c. May I help you

d. Look out for the car

(4) 4. Match the punctuation marks on the left with their names on the right. 4

a. , 1. _____ quotation marks

b. " " 2. _____ colon

c. : 3. _____ semi-colon

d. ; 4. _____ comma

(1) 5. Write 'it is' in a shorter way using an apostrophe. 5

____

(1) 6. The hat belongs to Bill. It is Bill___ hat. 5

(2) 7. a. Write the date you were born. _________________________ 6

b. Write your address. __________________________________

(2) 8. Punctuate these sentences correctly. 7

a. I have four pennies five nickels three dimes and one quarter

b. I am studying the following communications mathematics and science

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Vocational English, Book One, pages 77-84	✓	✓	✓		✓	✓	✓	
T	Basic Skills in Grammar, Book 1, Ch. 4	✓	✓	✓	✓	✓	✓	✓	
T	Basic Skills in Grammar, Book 2, Ch. 4	✓	✓	✓	✓	✓	✓	✓	
W	Essentials in English, First Book, pages 37-39, 48, 61-64, 80-82, 161-163	✓	✓	✓		✓	✓	✓	
W	Essentials in English, Second Book, pages 77-80, 159-162, 174-177	✓	✓		✓	✓	✓	✓	

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	20/22	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

1, 2

(10) 1. Write the words in these sentences which should begin with capital letters.

a. rev. w.e. james, the new minister, had his first service last sunday at central avenue united church.

____

b. the border between united states and canada is world famous because of its great length and because it is undefended.

____

c. the period from just after christmas until about mid-february is the coldest.

____

d. the movie, gone with the wind, is based on a book of the same name.

____

e. he is employed as a carpenter by smith construction company ltd.

____

f. Four People from the Class Will Begin Training on the Job in the Factory this Fall.

____

g. Several of my Uncles and Aunts Came for Thanksgiving Day Dinner.

____

h. The Canadian Armies were Involved in Battles in Several Areas of Europe in World War II.

____

i. I Like Mathematics Much Better Than Science.

____

j. Many of the Functions of the Government of Canada are Carried out in the Parliament Buildings in Ottawa.

____

(3) 2. Put the correct end punctuation on each of these sentences. 3

a. What time does the next bus leave

b. Some people have all the luck

c. Leave me alone.

(4) 3. Match these punctuation marks with their names. 4

a. , 1. _____ colon

b. ; 2. _____ quotation marks

c. : 3. _____ semi-colon

d. " " 4. _____ comma

(5) 4. Punctuate these sentences correctly. 5, 6, 7

a. The principals office is just down the hall

b. He lived at 432 Elm Street Nortown until Saturday May 27 1972

c. Ive been trying to telephone him but hes hard to reach

d. The following books are missing Refresher Mathematics English 2600 and Corrective English

e. Will you bring me the following on your way home bread eggs butter and meat

Skills Check 2

SCORE	CRITERION	DECISION
	20/22	Y N TJ

DATE ______________

OBJECTIVE NUMBER

1, 2

(10) 1. Write the words in these sentences which should begin with capital letters.

a. president j. f. kennedy was shot and killed in dallas, texas on november 22, 1963

____

b. we bought our car at western auto sales ltd. just before easter.

____

c. i graduated from riverview collegiate institute in june.

____

d. the rt. hon. l. b. pearson was the prime minister of canada from 1963 to 1968.

____

e. many unions are members of the canadian labour congress.

____

f. They Have Just Recently Moved Here from Stephenville, Newfoundland.

____

g. His Father was a Carpenter for many Years and Later Became a Construction Foreman.

____

h. Each Classroom Should Have Several Copies of the Textbook Refresher Mathematics.

____

i. Don't Forget to Visit Uncle Bob while You are Here Visiting all Your Other Uncles and Cousins.

____

j. Canadian College offers Programs in Business Administration, Secretarial Service and Accounting, All of which include Mathematics, English, and Bookkeeping.

____

(3) 2. Put the correct end punctuation on each of these sentences. 3

a. May I buy you a drink

b. You went through a red light

c. Read this report and prepare a summary of it by Friday

(4) 3. Match these punctuation marks with their names. 4

a. : 1. _____ quotation marks

b. ; 2. _____ colon

c. , 3. _____ semi-colon

d. " " 4. _____ comma

(5) 4. Punctuate these sentences. 5, 6, 7

a. The managers phone kept ringing and ringing

b. When youre writing tests be sure to read carefully

c. Lets invite the McDonalds Websters Murrays and Logans to the party

d. Deliver this package to Suite 7 Elmwood Apartments 231 Elmwood Avenue on the morning of March 17 1976

e. Please bring the following a pencil a geometry set an eraser and several sheets of plain white paper

Answer Key

Skills Inventory

1. a. Did, The Godfather
    - b. John, Bill, Pines Motel
    - c. February
    - d. The T. Eaton Company, Douglas Avenue
    - e. Mr. J. F. Black, Central High School, Labour Day.
2. a. We
    - b. The, Call of the Wild
    - c. The, United States.
    - d. After, I, I
    - e. The, Toronto-Montreal, Saturday.

    Each sentence requires a period.
3. a. o'clock.
    - b. work.
    - c. you?
    - d. car!
4. 1. b
    - 2. c
    - 3. d
    - 4. a
5. it's
6. Bill's
7. (T.J.)
8. a. I have four pennies, five nickels, three dimes and one quarter. (optional: dimes,)
    - b. I am studying the following: communications, mathematics and science. (optional: mathematics,)

Skills Check 1

1. a. Rev. W.E. James, Sunday, Central Avenue United Church.
    - b. The, United States, Canada
    - c. The, Christmas, February
    - d. The, Gone With, Wind
    - e. He, Smith Construction Co. Ltd.
    - f. Four
    - g. Several, Thanksgiving Day
    - h. The Canadian, Europe, World War
    - i. I
    - j. Many, Canada, Ottawa.
2. a. leave?
    - b. luck! or luck.
    - c. alone, or alone!
3. 1. c.
    - 2. d.
    - 3. b.
    - 4. a.
4. a. The principal's office is just down the hall.
    - b. He lived at 432 Elm Street, Nortown until Saturday, May 27, 1972.
    - c. I've been trying to telephone him, but he's hard to reach. (optional: him)
    - d. The following books are missing: Refresher Mathematics, English 2600 and Corrective English. (optional: 2600,)
    - e. Will you bring me the following on your way home: bread, eggs, butter and meat. (optional: butter,)

Skills Check 2

1. a. President J. F. Kennedy, Dallas, Texas, November
    - b. We, Western Auto Sales Ltd., Easter.
    - c. I, Riverview Collegiate Institute, June.
    - d. The Rt. Hon. L. B. Pearson, Canada
    - e. Many, Canadian Labour Congress.
    - f. They, Stephenville, Newfoundland.
    - g. His
    - h. Each, Refresher Mathematics.
    - i. Don't, Uncle Bob
    - j. Canadian College, English
2. a. drink?
    - b. light! or light.
    - c. Friday.
3. 1. d.
    - 2. a.
    - 3. b.
    - 4. c.
4. a. The manager's phone kept ringing and ringing.
    - b. When you're writing tests be sure to read carefully. (optional: tests,)

c. Let's invite the McDonalds, Websters, Murrays and Logans to the party.
(optional: Murrays,)

d. Deliver this package to Suite 7, Elmwood Apartments, 231 Elmwood Avenue on the morning of March 17, 1976.

e. Please bring the following: a pencil, a geometry set, an eraser and several sheets of plain white paper.
(optional: eraser,)

GENERIC SKILLS

•

WRITING

II B - FORMS

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ____________

GENERIC SKILL Complete commonly used forms

PREREQUISITE SKILL UNITS R VI B

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Given the relevant information, complete sample forms legibly and correctly: a. application form for entrance to a school or college, b. form for registration at a motel or hotel. 2. Complete other common forms legibly and correctly: a. application for employment, b. application for credit, c. forms used locally for driver's license, automobile registration, electric and telephone service, etc. d. other provincial and federal government forms: e.g., income tax, medical and hospital services, census, registration at Canada Manpower Centes, etc. 3. Write a cheque and complete bank deposit and withdrawal slips in proper form.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

		OBJECTIVE NUMBER
(10) 1.	Born on March 27, 1934, Mary Anne Gracey was married in July, 1952 after completing Grade 10 in 1951 at the Valley Vocational High School, 1066 Lakeside Avenue, Hightown, Manitoba. She worked for a year in a factory before she was married. After her husband died in 1973, she took the Hairdresser's Course at the local community college, but she did not like the work. On September 12, 1975 she decided to apply for training in the Social Worker Course which begins at the community college on October 1. She lives at 429 Sunshine Street in Hightown. Using this information, fill in her admission application on page "a" following this page.	1
(10) 2.	Mary Anne Gracey has a Volkswagen, license number CN 34-25. Before she starts a new training course, she intends to drive to Toronto to visit her sister. She plans to spend a night in a motel on the way. She does not have a credit card. Using this information and the facts from Question 1, fill in the registration form for the Lakeshore Motor Inn on page "b" following this page.	1
(10) 3.	Some application forms include a section in which the applicant is asked to say why he is applying for a certain job or for training. In the space provided at the bottom of page "b", write a short paragraph of 4-5 sentences for Mary Anne Gracey to explain why she wants to take training as a social worker.	1, 2

a.

ADMISSION APPLICATION

PLEASE PRINT

Program Desired: ______________________________

Date Program Begins: __________________________

Full Name: (Mrs.) (Mr.) (Miss) ______________________________
(Surname) (Christian Names)

Home Address: ______________________________

Marital Status: ________ Age: ___ Sex: ___

Date of Birth: Day ___ Month ________ Year __________

PREVIOUS SCHOOL RECORD:

Highest Full Grade Successfully Completed: __________

Year School Grade Completed: __________

Name and Address of School Last Attended: __________

____

____

Additional Training: ______________________________

____

____

This application must be accompanied by the $25.00 Registration Deposit Fee and:

(a) An official statement of all high school marks, or
(b) A Certificate from the Principal of the last school attended.

Date: ______________ Your signature: ______________

b.

LAKESHORE MOTOR INN
North Bay, Ont.

Guest Registration

Name ____________________

Address ____________________

City or Town ____________ Prov. ________

Firm represented ____________________

Account: Cash ____ Credit Card ____ Charge to __

Length of Stay ________ ____________

Make of car	License No.	Room No.	No. of Guests	Rate

(10) 4. Complete this job application form, either for yourself or for a fictitious person. 2

APPLICATION FOR EMPLOYMENT

Name________________________ Phone__________

Address ________________________ Age __________

Marital Status ____________ Soc.Ins.No.__________

Condition of health _____ Wt. _____ Ht. _____ Sex_____

Number of Dependants ______ Wife(husband) work?______

EDUCATION

High school grade completed _____ Year _____

List other education

COURSE	YEAR COMPLETED	SCHOOL

EXPERIENCE: List all jobs under the given headings.
Start with most recent or present position.

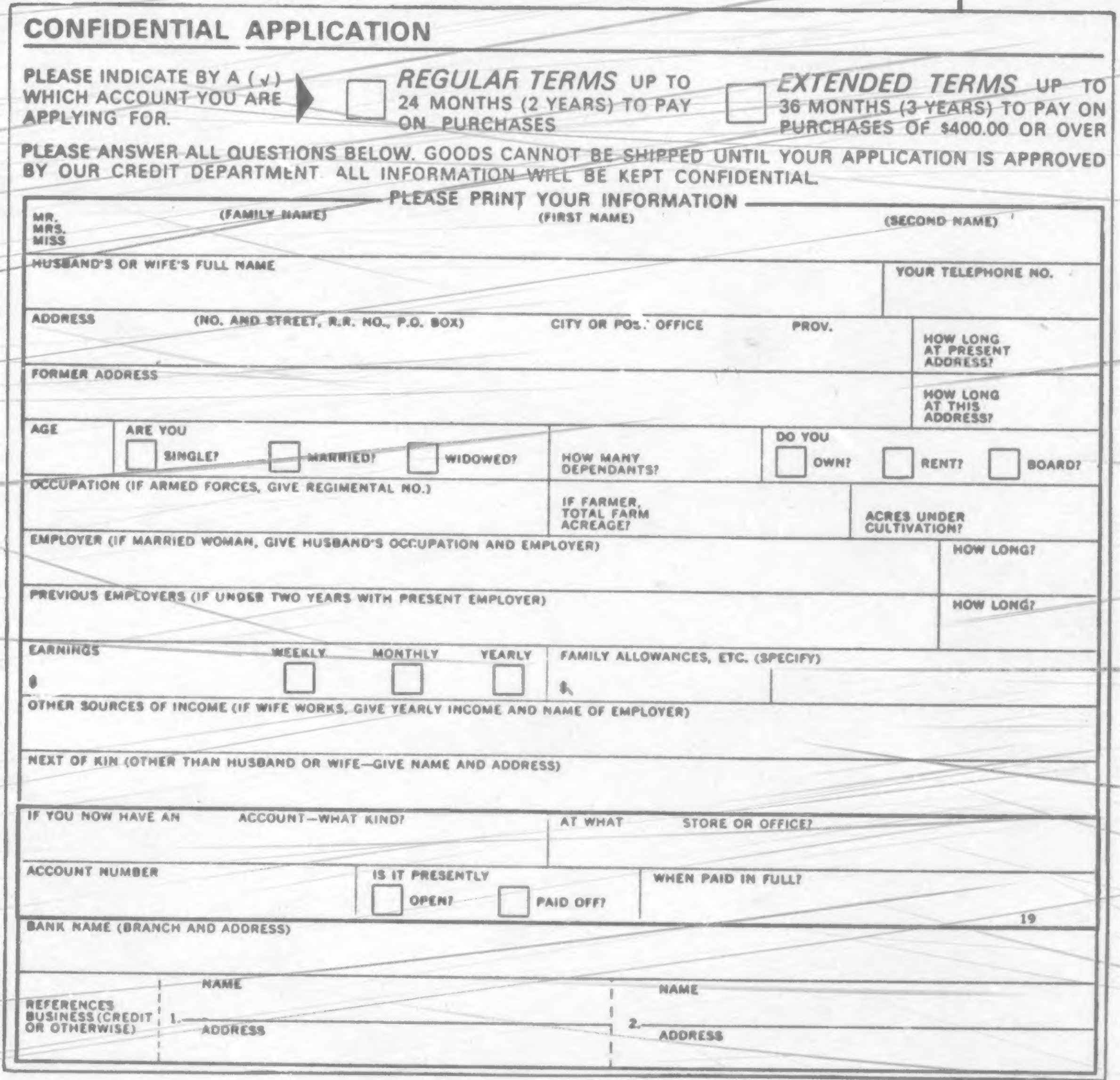
EMPLOYER	POSITION	FROM	TO	SUPERVISOR

LIST 3 REFERENCES HERE

Name	Address	Telephone

Date: Signature:

(10) 5. Complete this credit application, either for yourself or for a fictitious person. 2



CONFIDENTIAL APPLICATION

PLEASE INDICATE BY A (✓) WHICH ACCOUNT YOU ARE APPLYING FOR.

☐ *REGULAR TERMS* UP TO 24 MONTHS (2 YEARS) TO PAY ON PURCHASES

☐ *EXTENDED TERMS* UP TO 36 MONTHS (3 YEARS) TO PAY ON PURCHASES OF $400.00 OR OVER

PLEASE ANSWER ALL QUESTIONS BELOW. GOODS CANNOT BE SHIPPED UNTIL YOUR APPLICATION IS APPROVED BY OUR CREDIT DEPARTMENT. ALL INFORMATION WILL BE KEPT CONFIDENTIAL.

PLEASE PRINT YOUR INFORMATION

MR. MRS. MISS (FAMILY NAME) (FIRST NAME) (SECOND NAME)

HUSBAND'S OR WIFE'S FULL NAME

YOUR TELEPHONE NO.

ADDRESS (NO. AND STREET, R.R. NO., P.O. BOX) CITY OR POST OFFICE PROV.

HOW LONG AT PRESENT ADDRESS?

FORMER ADDRESS

HOW LONG AT THIS ADDRESS?

AGE

ARE YOU ☐ SINGLE? ☐ MARRIED? ☐ WIDOWED?

HOW MANY DEPENDANTS?

DO YOU ☐ OWN? ☐ RENT? ☐ BOARD?

OCCUPATION (IF ARMED FORCES, GIVE REGIMENTAL NO.)

IF FARMER, TOTAL FARM ACREAGE?

ACRES UNDER CULTIVATION?

EMPLOYER (IF MARRIED WOMAN, GIVE HUSBAND'S OCCUPATION AND EMPLOYER)

HOW LONG?

PREVIOUS EMPLOYERS (IF UNDER TWO YEARS WITH PRESENT EMPLOYER)

HOW LONG?

EARNINGS $ WEEKLY ☐ MONTHLY ☐ YEARLY ☐

FAMILY ALLOWANCES, ETC. (SPECIFY) $

OTHER SOURCES OF INCOME (IF WIFE WORKS, GIVE YEARLY INCOME AND NAME OF EMPLOYER)

NEXT OF KIN (OTHER THAN HUSBAND OR WIFE—GIVE NAME AND ADDRESS)

IF YOU NOW HAVE AN ACCOUNT—WHAT KIND?

AT WHAT STORE OR OFFICE?

ACCOUNT NUMBER

IS IT PRESENTLY ☐ OPEN? ☐ PAID OFF?

WHEN PAID IN FULL? 19

BANK NAME (BRANCH AND ADDRESS)

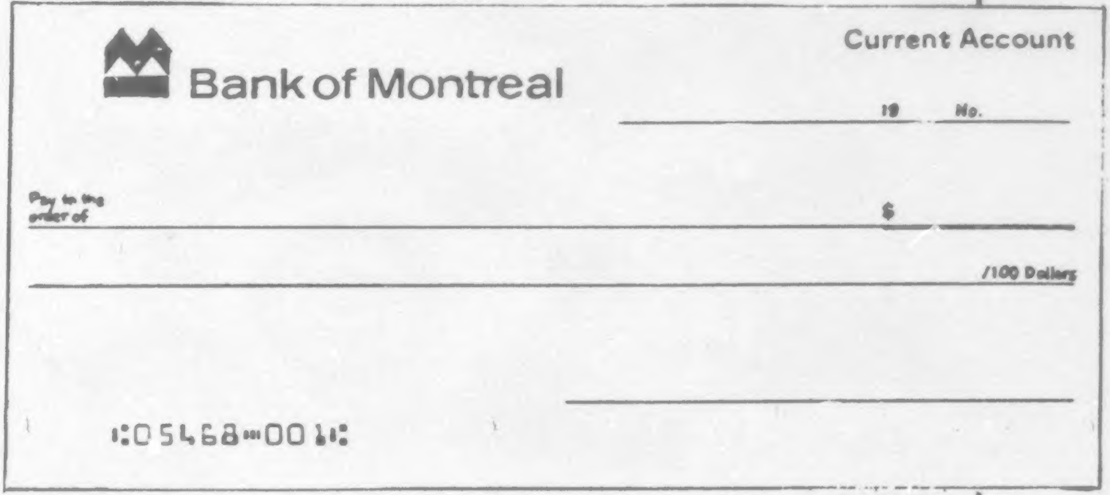
REFERENCES BUSINESS (CREDIT OR OTHERWISE)

1. NAME
ADDRESS

2. NAME
ADDRESS

(10) 6. Complete a variety of forms such as application for a driver's license, automobile registration, and other federal, provincial and locally used forms. (To be supplied by the instructor.) 2

(3) 7. Write this cheque in the amount of $15.00 to Western Light and Gas Ltd. 3



Bank of Montreal

Current Account

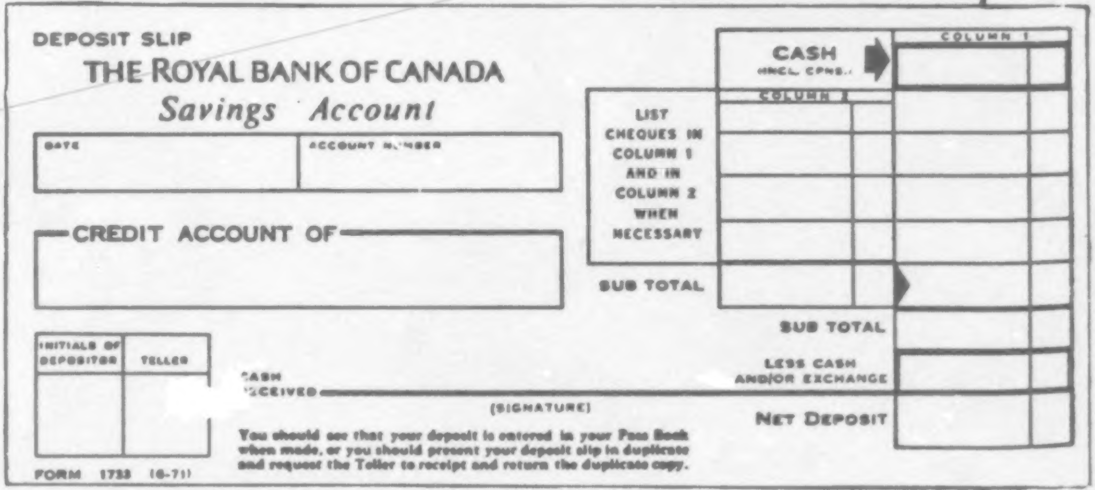
19 No.

Pay to the order of $

/100 Dollars

05468-001

(3) 8. Complete this deposit slip to put $65.00 of a $200.00 cheque into your savings account. Your account number is 730-65. 3



DEPOSIT SLIP

THE ROYAL BANK OF CANADA

Savings Account

DATE

ACCOUNT NUMBER

CREDIT ACCOUNT OF

INITIALS OF DEPOSITOR

TELLER

CASH RECEIVED

(SIGNATURE)

You should see that your deposit is entered in your Pass Book when made, or you should present your deposit slip in duplicate and request the Teller to receipt and return the duplicate copy.

FORM 1733 (6-71)

CASH (INCL. CPNS.)

COLUMN 1

COLUMN 2

LIST CHEQUES IN COLUMN 1 AND IN COLUMN 2 WHEN NECESSARY

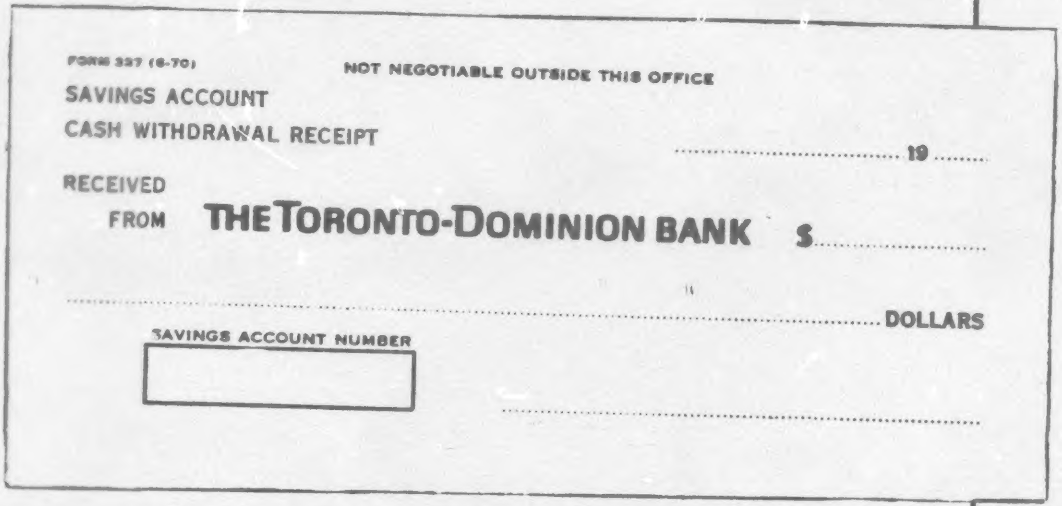
SUB TOTAL

SUB TOTAL

LESS CASH AND/OR EXCHANGE

NET DEPOSIT

(3) 9. Complete this withdrawal slip to take $25.00 out of your savings account. Your account number is 730-65. 3



FORM 327 (6-70) NOT NEGOTIABLE OUTSIDE THIS OFFICE

SAVINGS ACCOUNT
CASH WITHDRAWAL RECEIPT

..................................19........

RECEIVED
FROM THE TORONTO-DOMINION BANK $..........................

....DOLLARS

SAVINGS ACCOUNT NUMBER

....

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
I	The instructor will need								
	to provide assistance to								
	the students for this								
	unit.								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	62/69	Y N TJ

DATE ____________________

	OBJECTIVE NUMBER
(10) 1. Use the following information to fill in the admission application on page "a" following this page: Robert S. Lucier wants to take training as a heavy equipment operator in a course beginning on September 8, 1975. He was born on November 3, 1937, and is separated from his wife. He finished Grade 11 in 1954 in the Lancaster High School at 322 Charlotte Street in Lancaster, Ontario, and he now lives at 45 York Street in Lancaster. He took a one-year welding course at the Lancaster Technical College in 1958. He made his application on September 1, 1975.	1
(10) 2. Robert Lucier plans to take a week's vacation at the Sportsman's Paradise Hotel. He drives a 1971 Ford, license number MK-306. He uses a Chargex credit card. Fill in his registration form on page "b" following this page.	1
(10) 3. After he finishes his training, Robert Lucier plans to apply for a job as a heavy equipment operator. Some job application forms include a section which asks the applicant to tell why he wants the job. In the space provided at the bottom of page "b", write a short paragraph of 4-5 sentences to explain why he wants to work as a heavy equipment operator.	1,2

a.

ADMISSION APPLICATION

PLEASE PRINT

Program Desired: ______________________________

Date Program Begins: ______________________________

(Mrs.)
Full Name: (Mr.) ______________________________
(Miss) (Surname) (Christian Names)

Home Address: ______________________________

Marital Status: ________ Age: ____ Sex: ___

Date of Birth: Day ___ Month ________ Year ________

PREVIOUS SCHOOL RECORD:

Highest Full Grade Successfully Completed: ________

Year School Grade Completed: ________

Name and Address of School Last Attended: ________

____

____

Additional Training: ______________________________

____

____

This application must be accompanied by the $25.00 Registration Deposit Fee and:

(a) An official statement of all high school marks, or
(b) A Certificate from the Principal of the last school attended.

Date: ____________ Your signature: ____________

b.

SPORTSMAN'S PARADISE HOTEL

WHERE THE FISH ARE BIG AND THE BEER IS COOL

NAME______________________________

ADDRESS____________________________

CITY______________________________

MAKE OF CAR__________ LICENSE____________

RM	RATE	DATE IN	DATE OUT

CHARGE______ CREDIT CARD______

(10) 4. Apply for a job with the Valley Co-Operative using this application form, either for yourself or for a fictitious person. 2

Application for Employment

ALL QUESTIONS MUST BE ANSWERED

Name (Mr.) ______________________________
(Mrs.) Last First Middle
(Miss)

Present Address ____________________ Phone ______

Date of Birth ____________________ Sex: M__ F__ Wt.____

Height:_____ft.___in. Marital Status __________

Number of dependents ________ If married or widow give maiden name __________

Are you in good health? ____________

Do you have any physical impairments?

If yes, explain ______________________________

____

EDUCATION	Name of School (and location)	From Year	To Year	Type of Course	Circle year Completed
High School					9 10 11 12
Technical					
Other					

PREVIOUS EMPLOYMENT: Show present or last position first.

Employer	Position	From	To	Supervisor

REFERENCES:

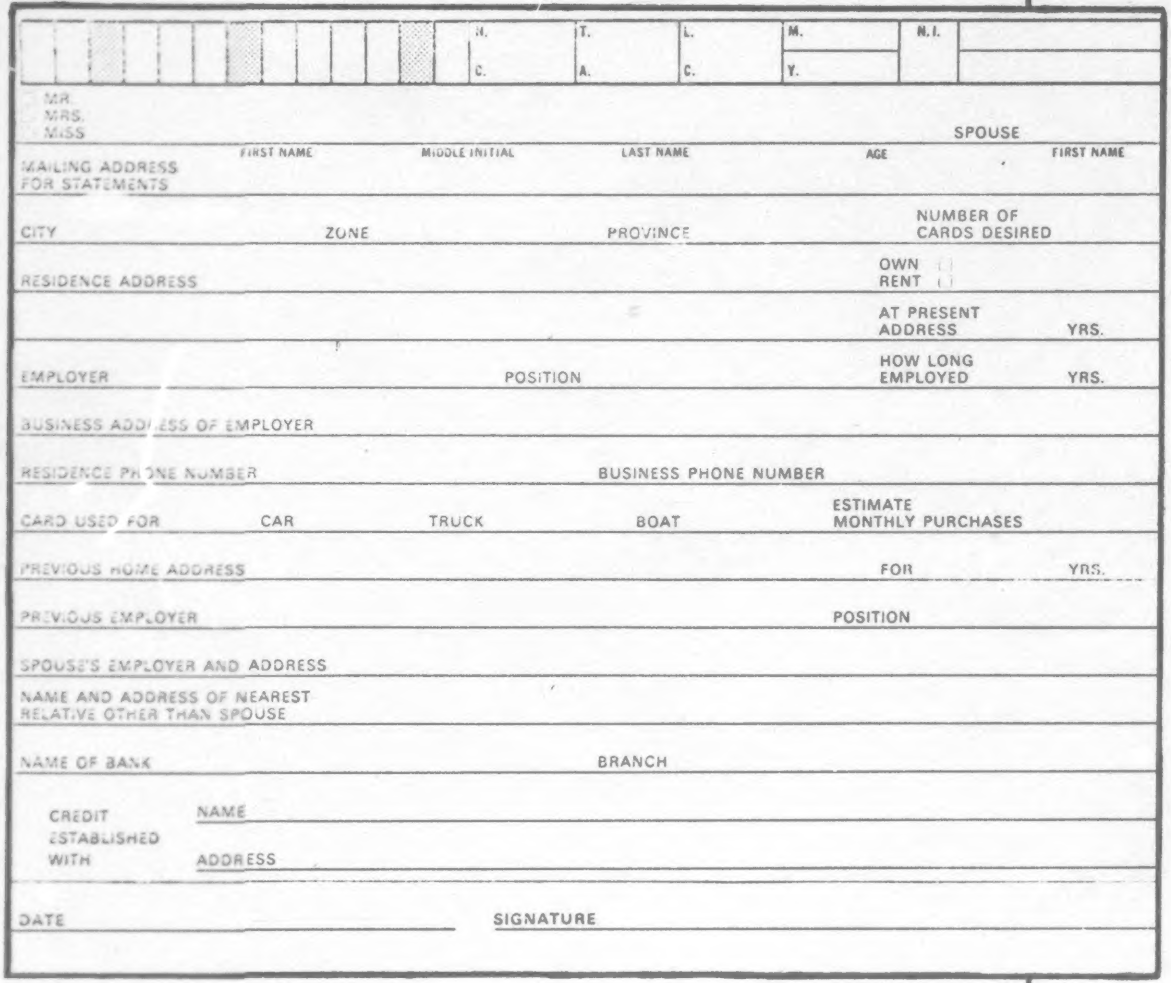
NAME ADDRESS POSITION

____

____

Signature of Applicant ____________________

(10) 5. Apply for an oil company credit card on this application form, either for yourself or for a fictitious person. 2



N. C.	T. A.	L. C.	M. Y.	N.I.

☐ MR.
☐ MRS.
☐ MISS

FIRST NAME MIDDLE INITIAL LAST NAME AGE SPOUSE FIRST NAME

MAILING ADDRESS FOR STATEMENTS

CITY ZONE PROVINCE NUMBER OF CARDS DESIRED

RESIDENCE ADDRESS OWN ☐ RENT ☐

AT PRESENT ADDRESS YRS.

EMPLOYER POSITION HOW LONG EMPLOYED YRS.

BUSINESS ADDRESS OF EMPLOYER

RESIDENCE PHONE NUMBER BUSINESS PHONE NUMBER

CARD USED FOR CAR TRUCK BOAT ESTIMATE MONTHLY PURCHASES

PREVIOUS HOME ADDRESS FOR YRS.

PREVIOUS EMPLOYER POSITION

SPOUSE'S EMPLOYER AND ADDRESS

NAME AND ADDRESS OF NEAREST RELATIVE OTHER THAN SPOUSE

NAME OF BANK BRANCH

CREDIT ESTABLISHED WITH NAME

ADDRESS

DATE SIGNATURE

(10) 6. Complete several forms to be supplied by the instructor, such as an application for a driver's license, automobile registration, and other federal, provincial and locally used forms. 2

(3) 7. Make out a cheque to the Magic Supplies Company to pay them \$7 plus postage of 52¢ to pay for a kit of trick gadgets. Fill in the name and branch of any bank. 3

FORM 55-67.

_______________ 19___

TO _______________
(NAME OF BANK)

____
(BRANCH)

PAY TO THE ORDER OF _______________ \$ ________

_______________ $\overline{100}$ DOLLARS

ACCOUNT NUMBER

____

(3) 8. Complete this withdrawal form for \$22 from Savings Account No. 5724. 3

Bank of Montreal
Savings Department

_______________ 19___

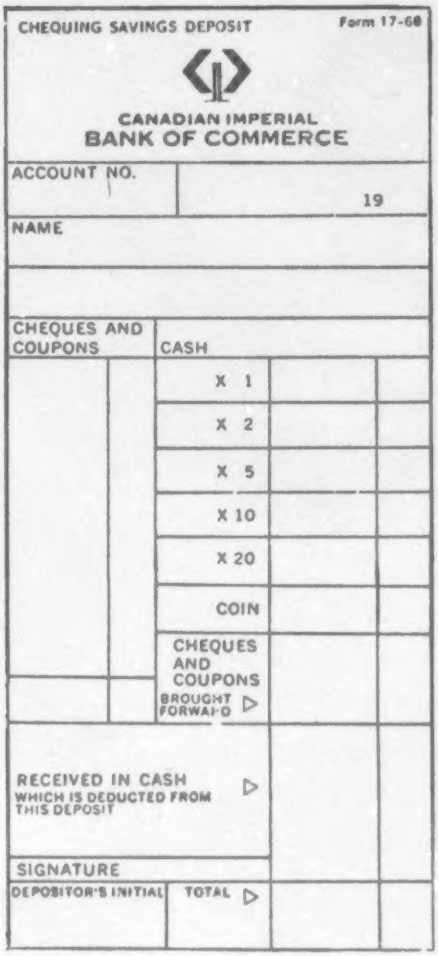
Received from the **Bank of Montreal** \$ ________

_______________ $\overline{100}$ Dollars

Charge to Account No. ________ _______________

The Pass Book must be presented with this receipt

(3) 9. Complete this form to deposit a cheque for $98.72 and cash of $37.50 (a twenty, 3 fives and change). Use account number 6892. 3



CHEQUING SAVINGS DEPOSIT Form 17-68

CANADIAN IMPERIAL
BANK OF COMMERCE

ACCOUNT NO.	19		
NAME			
CHEQUES AND COUPONS	CASH		
	X 1		
	X 2		
	X 5		
	X 10		
	X 20		
	COIN		
	CHEQUES AND COUPONS BROUGHT FORWARD ▷		
RECEIVED IN CASH WHICH IS DEDUCTED FROM THIS DEPOSIT ▷			
SIGNATURE			
DEPOSITOR'S INITIAL	TOTAL ▷		

Skills Check 2

SCORE	CRITERION	DECISION
	62/69	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(10) 1. Use the following information to fill in the admission application on page "a" following this page: Robina Marjorie Jonas lives at 372 49th Street, South, Fairview, B.C. She finished Grade 12 in the Fairview High School in June, 1967 and took a Secretarial Course at Fairview Business College in the following year. Both the school and the college are on Grandview Street. Born on April 17, 1949, she is married and has one child. Now she wants to start a two-year training course in Computer Programming, due to begin on September 15, 1975. She made her application on September 3, 1975. — 1

(10) 2. Mrs. Jonas, her husband, John, and their son, Bob, are driving up north for a week-end in their 1972 Pontiac, license number BGD-762. John Jonas uses a TRIPAC credit card. They will spend the night of September 7 in a motel on the way. Fill out the registration form for Mr. Jonas on page "b" following this page. — 1

(10) 3. Some application forms include a section in which the applicant is asked to say why he is applying for a certain job or for training. In the space provided at the bottom of page "b", write a short paragraph of 4-5 sentences for Mrs. Jonas to explain why she wants to take computer training. — 1, 2

a.

ADMISSION APPLICATION

PLEASE PRINT

Program Desired: ______________________________

Date Program Begins: ___________________________

(Mrs.)
Full Name: (Mr.) ______________________________
(Miss) (Surname) (Christian Names)

Home Address: _________________________________

Marital Status: ________ Age: ____ Sex: ___

Date of Birth: Day ___ Month ________ Year __________

PREVIOUS SCHOOL RECORD:

Highest Full Grade Successfully Completed: __________

Year School Grade Completed: _________

Name and Address of School Last Attended: __________

____

____

Additional Training: ___________________________

____

____

This application must be accompanied by the $25.00 Registration Deposit Fee and:

(a) An official statement of all high school marks, or
(b) A Certificate from the Principal of the last school attended.

Date: _____________ Your signature: _____________

b.

MILLER'S MOUNTAIN MOTEL
Bridgetown, B.C.
Registration

Guest's Name ______________________________

Address ______________________________

____

No. in Party __________ Length of Stay __________

Make of Car __________ License No. __________

I intend to pay by cash ________ credit card ________

Name of credit card company ______________________

____
Signature

Date of arrival __________

For office use only		
Rm. No.	Rate	Departure

(10) 4. Complete this application form for employment, either for yourself or for a fictitious person. 2

APPLICATION FOR EMPLOYMENT

Name ______________________ Phone __________

Address ______________________ Age __________

Marital Status ____________ Soc.Ins.No. __________

Condition of health _____ Wt. _____ Ht. _____ Sex _____

Number of Dependants ______ Wife(husband) work? ______

EDUCATION

High school grade completed _____ Year _____

List other education

COURSE	YEAR COMPLETED	SCHOOL

EXPERIENCE: List all jobs under the given headings. Start with most recent or present position.

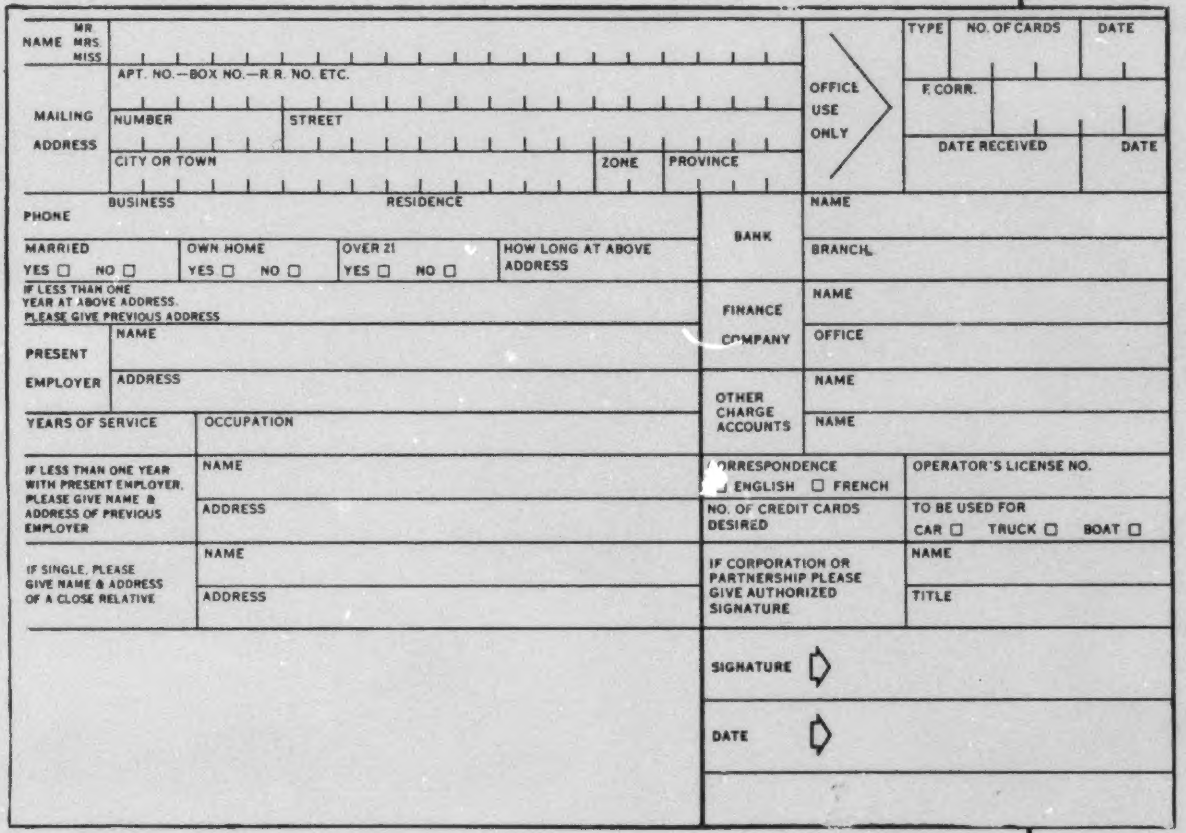
EMPLOYER	POSITION	FROM	TO	SUPERVISOR

LIST 3 REFERENCES HERE

Name	Address	Telephone

Date: Signature:

(10) 5. Make an application for a credit account, either for yourself or for a fictitious person. 2



NAME MR. MRS. MISS

MAILING ADDRESS
APT. NO.—BOX NO.—R.R. NO. ETC.
NUMBER
STREET
CITY OR TOWN
ZONE
PROVINCE

PHONE
BUSINESS
RESIDENCE

MARRIED YES ☐ NO ☐
OWN HOME YES ☐ NO ☐
OVER 21 YES ☐ NO ☐
HOW LONG AT ABOVE ADDRESS

IF LESS THAN ONE YEAR AT ABOVE ADDRESS. PLEASE GIVE PREVIOUS ADDRESS

PRESENT EMPLOYER
NAME
ADDRESS

YEARS OF SERVICE
OCCUPATION

IF LESS THAN ONE YEAR WITH PRESENT EMPLOYER. PLEASE GIVE NAME & ADDRESS OF PREVIOUS EMPLOYER
NAME
ADDRESS

IF SINGLE. PLEASE GIVE NAME & ADDRESS OF A CLOSE RELATIVE
NAME
ADDRESS

OFFICE USE ONLY
TYPE
NO. OF CARDS
DATE
F. CORR.
DATE RECEIVED
DATE

BANK
NAME
BRANCH

FINANCE COMPANY
NAME
OFFICE

OTHER CHARGE ACCOUNTS
NAME
NAME

CORRESPONDENCE ☐ ENGLISH ☐ FRENCH
OPERATOR'S LICENSE NO.

NO. OF CREDIT CARDS DESIRED
TO BE USED FOR CAR ☐ TRUCK ☐ BOAT ☐

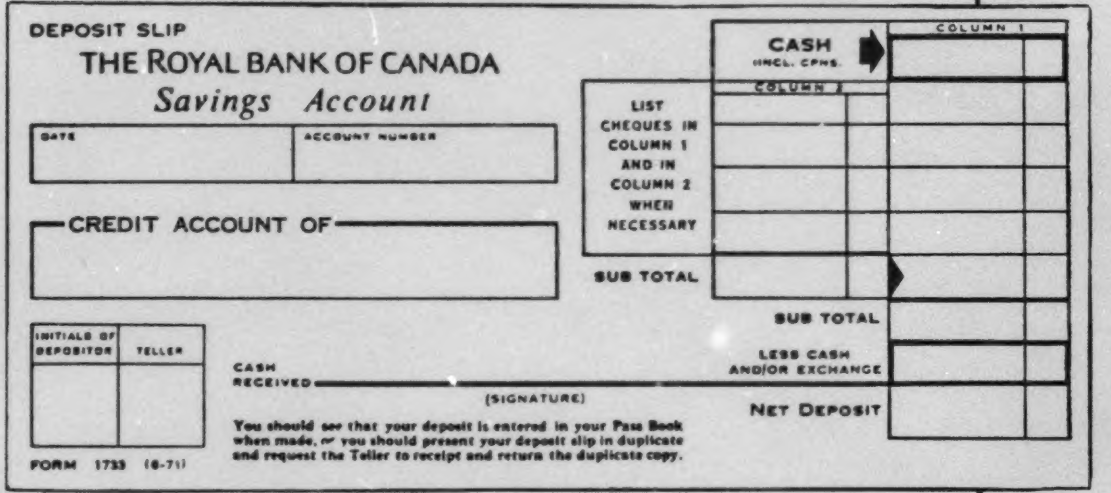
IF CORPORATION OR PARTNERSHIP PLEASE GIVE AUTHORIZED SIGNATURE
NAME
TITLE

SIGNATURE ⇨

DATE ⇨

(10) 6. Complete several locally used forms to be supplied by the instructor, e.g., application for a driver's license, automobile registration, and other federal, provincial and locally used forms. 2

(3) 7. You have received your monthly pay cheque for $489.72, a family allowance cheque for $28, and an income tax refund of $34.16. Your Account No. is 1268 and you want $150 in cash. Fill in the bank deposit form below. 3



DEPOSIT SLIP

THE ROYAL BANK OF CANADA

Savings Account

DATE

ACCOUNT NUMBER

CREDIT ACCOUNT OF

CASH INCL. CPNS.

COLUMN 1

COLUMN 2

LIST CHEQUES IN COLUMN 1 AND IN COLUMN 2 WHEN NECESSARY

SUB TOTAL

SUB TOTAL

LESS CASH AND/OR EXCHANGE

NET DEPOSIT

INITIALS OF DEPOSITOR

TELLER

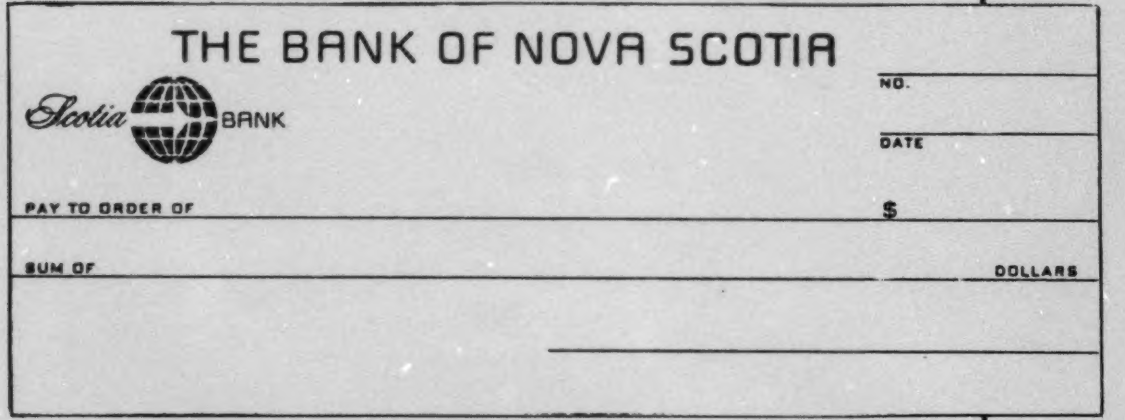
CASH RECEIVED

(SIGNATURE)

You should see that your deposit is entered in your Pass Book when made, or you should present your deposit slip in duplicate and request the Teller to receipt and return the duplicate copy.

FORM 1733 (6-71)

(3) 8. Your electricity and gas bill from the Central Power Corporation for the month is $17.92. Your Current Account number in the bank is 10227. Write a cheque to pay the bill. 3



THE BANK OF NOVA SCOTIA

Scotia BANK

NO.

DATE

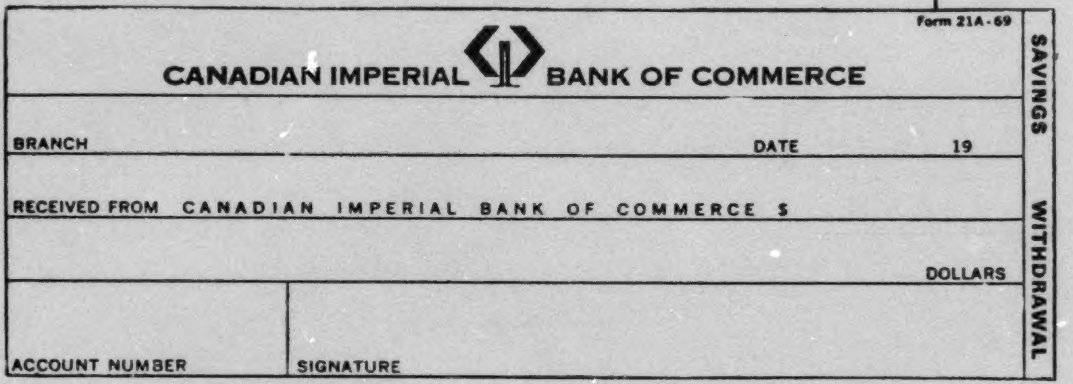
PAY TO ORDER OF

$

SUM OF

DOLLARS

(3) 9. You need $75 from your Savings Account No. B721. Fill in the withdrawal form for that sum. 3



Form 21A-69

CANADIAN IMPERIAL BANK OF COMMERCE

BRANCH DATE 19

RECEIVED FROM CANADIAN IMPERIAL BANK OF COMMERCE $

DOLLARS

ACCOUNT NUMBER SIGNATURE

SAVINGS WITHDRAWAL

Answer Key

Skills Inventory

1. Social Worker Course
   October 1, 1975
   Mrs. Gracey, Mary Anne
   429 Sunshine Street, Hightown, Man.
   Widow
   41 years old
   Female
   27 March 1934
   Grade 10
   1951
   Valley Vocational High School
   1066 Lakeside Avenue
   Hightown, Manitoba
   Hairdresser's Course
   September 12, 1975
   Mary Anne Gracey

2. Mary Anne Gracey
   429 Sunshine Street
   Hightown
   Manitoba
   --
   Pay acct. by cash
   One night
   1970 Volkswagen
   CN 34-25
3. (T.J.)
4. (T.J.)
5. (T.J.)
6. (T.J.)
7. (T.J.)
8. (T.J.)
9. (T.J.)

Skills Check 1

1. Heavy equipment operator training
   September 8, 1975
   Mr. Lucier, Robert S.
   45 York Street, Lancaster, Ont.
   Separated
   37 years old
   Male
   3 November, 1937
   Grade 11
   1954
   Lancaster High School
   322 Charlotte Street
   Lancaster, Ontario
   Welding Course (1 year)
   September 1, 1975
   Robert S. Lucier

2. Robert S. Lucier
   45 York Street
   Lancaster, Ontario
   1971 Ford
   MK-306
   Pay acct. by credit card
3. (T.J.)
4. (T.J.)
5. (T.J.)
6. (T.J.)
7. (T.J.)
8. (T.J.)
9. (T.J.)

Skills Check 2

1. 2-yr. Computer Programming
   Course
   September 15, 1975
   Mrs. Jonas, Robina Marjorie
   372 49th Street, South
   Fairview, B.C.
   Married
   26 years old
   Female
   17 April, 1949
   Grade 12
   June, 1967
   Fairview High School
   Grandview Street
   Fairview, B.C.
   Secretarial Course in 1968
   September 3, 1975
   Robina Marjorie Jonas

2. Mr. & Mrs. John Jonas & Bob
   372 49th Street, South
   Fairview, B.C.
   3 persons
   One night
   1972 Pontiac
   BGD-762
   Credit card
   TRIPAC
   John Jonas
   September 7, 1975
3. (T.J.)
4. (T.J.)
5. (T.J.)
6. (T.J.)
7. (T.J.)
8. (T.J.)
9. (T.J.)

GENERIC SKILLS

●

WRITING

I C - SENTENCE STRUCTURE

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ____________

GENERIC SKILL Use functional parts of sentences correctly in properly punctuated sentences.

PREREQUISITE SKILL UNITS WIA, WIB

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Identify the simple subject of verbs in given sentences.				
2. Identify the simple object of verbs in given sentences.				
3. Identify modifiers as words, phrases or clauses describing nouns or verbs.				
4. Identify modifiers of the simple subject, verb and simple object in given sentences.				
5. Rewrite given simple sentences by omitting or adding word, phrase and clause modifiers of the subject, verb and object.				
6. Identify and correct common sentence errors, given short passages containing correct sentences and sentences with common errors (i.e., run-on sentence and sentence fragments).				
7. Punctuate sentences containing word, phrase and clause modifiers, including use of comma in series and setting off of phrases and clauses.				
8. Write correct sentences in answer to questions or to state opinions.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(2) 1. In these sentences the verbs are underlined. Circle the simple subject of the underlined verb in each sentence. 1

a. John broke the hockey stick.

b. After work, the whole gang went to play ball.

(2) 2. In these sentences the verbs are underlined. Circle the simple object of the verb in each sentence. 2

a. John broke the hockey stick.

b. Before beginning you must stir the paint thoroughly.

(3) 3. In these sentences modifiers are underlined. Beside each sentence write the type of modifier used as being a word, a phrase or a clause. 3

a. The instructor in my class is well organized. ____________________

b. The haunted house was in darkness. ____________________

c. The man who came to visit us is my father's old school friend. ____________________

(2) 4. In these sentences the verb is underlined. Circle the word or words which modify the verb. 4

a. She will be coming here immediately.

b. The bride walked slowly to the front of the church.

(2) 5. In these sentences the simple subject is underlined. Circle the word or words which modify the simple subject. 4

a. The topless dancer at that restaurant keeps the crowd interested.

b. The large noisy crowd gave a standing ovation to the winning team.

(2) 6. In these sentences the simple object is underlined. Circle the word or words which modify the simple object. 4

a. He married the girl who used to work in the accounting department.

b. The fire burned the east wall of the building.

(2) 7. Rewrite these sentences in their simplest form by omitting all modifiers. 5

a. The mathematics exam which we had this morning was quite long.

____

____

b. The national park at Banff attracts many holidayers each year.

____

____

(2) 8. Rewrite these sentences by adding modifiers to the subjects and predicates. 5

a. Kids like ice-cream.

____

____

b. The bus was packed.

____

____

(5) 9. Put a check mark beside each sentence that is incorrect and rewrite it correctly on the lines below. 6

____ a. Thanking you in advance.

____ b. Nobody knows where the boss is.

____ c. Request the price of a pound of nails.

____ d. Frank used to be on my team, he is visiting me now.

____ e. If you follow the plan.

____

____

____

(2) 10. Punctuate these sentences. 7

a. When you have finished this assignment please see me for further instructions

b. Before we knew what was happening the bird flew into the house through the kitchen and out the window

(6) 11. Answer each of the following questions in a sentence or two. 8

a. What is your favorite meal?

b. How much do you weigh?

c. What do you/don't you like about your home town?

(4) 12. Write your opinion, in a sentence or two, on these following topics: 8

a. teenagers:

b. water pollution in your district:

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Basic Skills in Grammar,								
	Book 1, Pages 23-24,	✓	✓	✓			✓	✓	✓
	28-31, 38-45, 110-114								
T	Better and Faster Reading,							✓	✓
	pages 105-113								
W	Essentials in English,								
	First Book, pages 30-48	✓	✓	✓	✓	✓			
W	Essentials in English,								
	Second Book, pages 25-32			✓	✓	✓			

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	28/31	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(2) 1. In these sentences the verb is underlined. Circle the simple subject of each underlined verb. — 1

a. The white house on the corner was built in 1967.

b. At lunch time during the summer most people go outside and relax in the park.

(2) 2. In these sentences the verb is underlined. Circle the simple object of each underlined verb. — 2

a. Forty-two people lost their lives in the crash.

b. The construction project required several new employees.

(3) 3. Write in the space after each sentence the type of modifier which is underlined. — 3

a. The car stopped at the corner. ____________________

b. The man who bought the blue suit is the new lawyer in town. ____________________

c. Most people have some trouble with the mathematics course. ____________________

(3) 4. Rewrite these sentences adding appropriate modifiers to: — 4

a. the verb.

Mary wrote the test. ________________________________

____

b. the subject.

The man went to the employment agency. ______________

____

c. the object.

Mr. Wilson bought a car. ______________________________

____

(2) 5. Rewrite these sentences by adding modifiers to the subjects and predicates. 5

a. The policeman directed traffic. ______________________________

____

b. The hockey game was exciting. ______________________________

____

(6) 6. Underline any errors in sentence structure. Rewrite these sentences correcting the errors. 6

There is the old Miller house. Broken windows and weeds growing on the sidewalk. The Millers died several years ago. Nobody knows where Johnnie Miller is, some say he joined the navy. It would be a shock for him. Seeing the house so deserted.

____

____

____

____

____

____

____

(3) 7. Punctuate these sentences. 7

a. Mr Wilson the principal teaches mathematics physics and computer science

b. After the game the fans rushed for the exits

c. Whenever a train goes by does the baby begin to cry

(6) 8. Answer each of the following questions in a sentence. 8

a. Who is your favorite actor? ______________________________

____

b. What is your favorite television program? ______________

____

c. What movie did you see last? ______________________

____

(4) 9. Write your opinion, in a sentence or two, on these topics: 8

a. the minimum wage: ______________________________

____

____

b. how to deal with hijacking: _______________________

____

____

Skills Check 2

SCORE	CRITERION	DECISION
	26/29	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(2) 1. In these sentences the verb is underlined. Circle the simple subject of each underlined verb. 1

a. That furniture store closed in August.

b. My younger brother is taking a course in accounting.

(2) 2. In these sentences the verb is underlined. Circle the simple object of the verb in each sentence. 2

a. The heavy work load required the addition of three new secretaries.

b. All the workers wore heavy windproof clothing because of the cold wind.

(3) 3. Write in the space after each sentence the type of modifier which is underlined. 3

a. The big black car stopped at the hotel. ____________________

b. The big black car stopped at the hotel. ____________________

c. The big black car which we had seen earlier stopped at the hotel. ____________________

(2) 4. In these sentences the verb is underlined. Circle the word or words which modify the verb. 4

a. He went to a movie.

b. The car rolled backward.

(2) 5. In these sentences the simple subject is underlined. Underline the word or words which modify the simple subject. 4

a. The black cat ran across in front of us.

b. The adult students in the program come to classes in the evenings.

(2) 6. In these sentences the simple object is underlined. Circle the word or words which modify the simple object. 4

a. Last night I found the dictionary that I had been looking for.

b. My old friend placed his pipe with the long stem under the window.

(3) 7. a. Rewrite this sentence by adding a modifier of the verb. 5

Mary wrote the test. ______________________________

____

b. Rewrite this sentence by adding a modifier of the simple subject.

The man went to the employment agency. ______________

____

c. Rewrite this sentence by adding a modifier of the simple object.

Mr. Wilson bought a car. __________________________

____

(5) 8. Put a check mark beside each sentence that is incorrect. Rewrite it correctly on the lines provided. 6

____ a. Sally, Ellen, Martha and the whole club.

____ b. Each of us was responsible for his own duties.

____ c. Ted is popular with the ladies, he wears such sports clothes.

____ d. Never seeing you again.

____ e. Turn right here.

____

____

____

____

____

____

(2) 9. Punctuate these sentences correctly. 7

a. Mr. Wilson the principal visited us on Monday Tuesday and Wednesday

b. Captain Jamieson who is a recruiting officer for the armed forces base arrived last night stayed at a local motel and came to the school at 9 a.m. today

(6) 10. Write your opinion, in a sentence or two, on these topics: 8

a. putting men into space: ____________________

____

____

____

b. violence on television: ____________________

____

____

____

c. the price of food: ____________________

____

____

____

Answer Key

Skills Inventory

1. a. John
   b. gang
2. a. stick
   b. paint
3. a. phrase
   b. word
   c. clause
4. a. here, immediately
   b. slowly, to the front of the church (or to the front)
5. a. The topless, at that restaurant
   b. The large noisy
6. a. the, who used to work in the accounting department
   b. the east, of the building
7. a. The exam was long. ("The" is also a modifier, but it is needed to make the sentence complete.)
   b. The park attracts holidayers.
8. (T.J.)
9. a, d, e.
   Rewrite: (T.J.)
10. a. assignment, instructions.
    b. happening, house, window. (optional: kitchen,)
11. (T.J.)
12. (T.J.)

Skills Check 1

1. a. house
   b. people
2. a. lives
   b. employees
3. a. phrase
   b. clause
   c. word
4. (T.J.)
5. (T.J.)
6. (Three errors in structure.)
   (T.J.)
7. a. Wilson, principal, mathematics, science. (optional: physics,)
   b. game, exits.
   c. by, cry?
8. (T.J.)
9. (T.J.)

Skills Check 2

1. a. store
   b. brother
2. a. addition
   b. clothing
3. a. word
   b. phrase
   c. clause
4. a. to a movie
   b. backward
5. a. The black
   b. The adult, in the program
6. a. that I had been looking for
   b. with the long stem
7. (T.J.)
8. a, c, d
   Rewrite (T.J.)
9. a. Mr. Wilson, principal, Monday, Wednesday. (optional: Tuesday,)
   b. Jamieson, base, night, today. (optional: motel,)
10. (T.J.)

GENERIC SKILLS

●

WRITING

I D - WORD USAGE

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ________

GENERIC SKILL Demonstrate correct word usage in written sentences.

PREREQUISITE SKILL UNITS ________

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Select and use correct expressions in commonly misused subject-verb and pronoun agreements involving the following types: a. singular and plural nouns; b. subjects joined by and; c. singular and plural pronouns; d. verbs "to be" (is, are, was, were); e. subjects separated from the verb by a phrase or clause. 2. Select and use the correct form of verbs in sentences given the infinitive of the verb. 3. Select and use personal pronouns correctly in subject and object form. 4. Correct sentences containing double negatives. 5. Select and use the correct comparison forms in usage of more, most; older, oldest; and other commonly misused comparisons. 6. Select and use the correct word in given examples of the use of lie, lay; principal, principle; and other pairs often confused. 7. Select and use correct pronouns to denote people (who, whose), animals and things (which), and all types (that).				

INSTRUCTOR'S COMMENTS ________

DATE COMPLETED ________ INSTRUCTOR'S INITIALS ________

Skills Inventory

OBJECTIVE NUMBER

(7) 1. Underline the correct word in the brackets in each of the following sentences. 1

a. The Table of Contents (tell, tells) you what you can find in a book.

b. Each student should buy (his, their) own books.

c. Sam and Bill (was, were) absent today.

d. The (telephone, telephones) stops ringing the minute you get to it.

e. The buildings here (was, were) built about ten years ago.

f. A bus load of people from nearby towns (is, are) coming in for the hockey game.

g. Everybody went (his, their) own way.

(3) 2. Use the correct form of the verb given at the end of each sentence in brackets in the blank in the sentence. 2

a. I ____________ two glasses of milk with my lunch yesterday. (drink)

b. Jim ___________ across the pool. (swim)

c. The radio was _________ some time ago. (break)

(8) 3. Underline the correct word in the brackets in each of these sentences. 3

a. My sister and (I, me) plan to visit our parents this weekend.

b. My mother gave John and (I, me) each a new sweater for our birthdays.

c. Please pass (I, me) the sugar.

d. My father got a new car and gave his old one to my brother and (I, me).

e. (We, Us) students were asked about our future plans.

f. (Those, Them) boys broke my front window.

g. Jim and (I, me) are going away for holidays together.

h. The boss bought a drink for himself and (me, I).

(3) 4. Rewrite these sentences correctly. 4

a. He hadn't never been to Toronto.

____

b. I was offered a drink but didn't take none.

____

c. I don't want nothing for lunch.

____

(3) 5. Underline the correct word in the brackets in these sentences. 5

a. There are (fewer, less) people on the farm today than there used to be.

b. His case is the (best, better) of the two.

c. He is the (older, oldest) person in the class.

(5) 6. Underline the correct words in the brackets in these sentences. 6

a. The (principal, principle) of this school just came this year.

b. He (laid, layed) his books on the table and left.

c. After supper she (laid, lay) down for a rest.

d. May I (lend, borrow) your lawn mower?

e. Are you going to baseball (practise, practice) after work?

(2) 7. Underline the correct word in the brackets for each of these sentences. 7

a. Those dogs (who, which) barked all night made me angry.

b. A careful driver is one (who, which) obeys all traffic laws.

Learning Resources

MEDIA	TITLE	OBJECTIVE 1	2	3	4	5	6	7	8
T	Vocational English, Book One, pages 99-145	✓	✓	✓	✓		✓		
T	Vocational English, Book Two, pages 105-111, 120-135	✓	✓	✓	✓		✓		
T	Basic Skills in Grammar, Book 1, pages 66-84, 96-100	✓	✓	✓	✓	✓	✓	✓	
T	Basic Skills in Grammar, Book 2, pages 46-67	✓	✓	✓		✓		✓	
W	Essentials in English, First Book, pages 90-107, 150-159, 163-174	✓	✓	✓	✓		✓	✓	

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	34/38	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(10) 1. Underline the correct word in the brackets. 1

a. The men (go, goes) to work early in the morning.

b. The bank (close, closes) at noon today.

c. These buses (arrives, arrive) downtown every fifteen minutes.

d. Everyone of us (is, are) trying to get a better education.

e. The (bird, birds) sing in the morning.

f. People and animals (like, likes) to be needed.

g. The parks and playgrounds (look, looks) as though they are well cleaned.

h. Finishing and painting (take, takes) the most time in house construction.

i. He (doesn't, don't) want any dessert.

j. They (haven't, hasn't) any more jobs today.

(5) 2. In the blank in the sentence write the correct form of the word in the bracket after the sentence. 2

a. The athletes ______________ the distance in record time yesterday. (swim)

b. He had ______________ to me about this last month. (speak)

c. They ______________ me a surprise party. (give)

d. After having ______________ the movie I wanted to read the book. (see)

e. That fellow in the blue shirt has ______________ this cruise before. (take)

(8) 3. Underline the correct word in the brackets. 3

a. (We, Us) students are all hoping to get good jobs.

b. (My partner and I, I and my partner) both attended the meeting.

c. Bill and (I, me) went to school together.

d. After the movie he took Joan and (I, me) for coffee.

e. The salesman gave the Willsons and (we, us) each a set of dishes.

f. The manager invited (they, them) and (we, us) to the reception.

g. (They, Them) were good doughnuts.

h. He came to pick Mary and (I, me) up after work.

(3) 4. Rewrite these sentences in correct form. 4

a. No thanks, I don't want none.

____

b. I'm not never going to see him again.

____

c. I wouldn't ever do nothing to hurt you.

____

(3) 5. Underline the correct comparative word. 5

a. Bill has (more, most) talent than Dick or Jim.

b. Mrs. Anderson is the (older, oldest) person living in our city.

c. The apartment we rented is the (smaller, smallest) of the two.

(7) 6. Select and underline the correct word. 6

a. (Lie, Lay) the hammer on the table and bring a ladder.

b. After dinner I usually (lie, lay) down for a nap.

c. Will you (sit, set) the books on the table?

d. Please (sit, set) down over here.

e. Will you please (leave, let) the children alone?

f. The (principal, principle) use of wheat is for making flour.

g. (Leave, Let) him be by himself for a while.

(2) 7. Underline the correct word. 7

a. The institute (who, which) I worked for has closed.

b. That pony (who, which) we had was a great favourite of the kids.

Skills Check 2

SCORE	CRITERION	DECISION
	35/39	Y N TJ

DATE ______________

OBJECTIVE NUMBER

(10) 1. Underline the correct word in the brackets. 1

a. The women (do, does) the cooking for the supper.

b. The secretary (work, works) from eight-thirty to five.

c. Those new cars (look, looks) great.

d. The (book, books) slide off the shelves if you don't pile them evenly.

e. In the fall the geese (fly, flies) south again.

f. Joan and I (enjoy, enjoys) watching this show.

g. Food and clothing (get, gets) more costly every day.

h. Harry and Bob (use, uses) these books in the afternoon.

i. (He, They) don't want to come with us.

j. We (haven't, hasn't) been to the library today.

(5) 2. In the blank in the sentence write the correct form of the word in the bracket after the sentence. 2

a. They ______________ the job on Tuesday and Wednesday of last week. (do)

b. We ______________ that movie last year. (see)

c. The television set was ______________. (break)

d. Will you ______________ this suit to the cleaners? (take)

e. She used the cosmetics her mother had __________ her. (give)

(8) 3. Underline the correct word in the brackets. 3

a. (We, Us) Canadians have lots of opportunity to get a good education.

b. (My wife and I, I and my wife) visited him in the hospital.

c. John and (I, me) are the same age.

d. After marking our tests he wanted to talk to Jerry and (I, me).

e. The police asked the Bruins and (we, us) if we had seen the thief.

f. The usher put (they, them) and (we, us) in the same row.

g. (We, Us) relatives brought (they, them) our anniversary gift.

h. (They, Them) are expensive houses.

(3) 4. Rewrite these sentences in correct form. 4

a. He didn't eat none of his breakfast.

____

b. I wouldn't take her to no party.

____

c. It seems that this job won't never be finished.

____

(3) 5. Underline the correct word. 5

a. The brother who is visiting us is the (oldest, older) of the two.

b. There is no doubt that she is the (more, most) beautiful in the group.

c. He is the (better, best) of all the goalies in the league.

(8) 6. Underline the correct word. 6

a. (Rise, Raise) the hood and check the oil.

b. This machine works on the same (principal, principle) as a refrigerator does.

c. Why don't you (lie, lay) down for a rest?

d. Just (lie, lay) the suitcase on the floor.

e. Please (sit, set) down over here.

f. Just (sit, set) those things on the seat beside you.

g. (Leave, Let) the door stay open for a while.

h. (Leave, Let) the dishes in the sink until we get back.

(2) 7. Underline the correct word. 7

a. That lady (who, which) spoke to me in the bus depot is an old family friend.

b. The kitten (who, that) has the white face is the one we want.

Answer Key

Skills Inventory

1. a. tells
   b. his
   c. were
   d. telephone
   e. were
   f. is
   g. his
2. a. drank
   b. swam
   c. broken
3. a. I
   b. me
   c. me
   d. me
   e. We
   f. Those
   g. I
   h. me
4. a. He had never been to Toronto.
   b. I was offered a drink but didn't take any.
   c. I don't want anthing for lunch.
(Other possibilities: T.J.)
5. a. fewer
   b. better
   c. oldest
6. a. principal
   b. laid
   c. lay
   d. borrow
   e. practice
7. a. which
   b. who

Skills Check 1

1. a. go
   b. closes
   c. arrive
   d. is
   e. birds
   f. like
   g. look
   h. take
   i. doesn't
   j. haven't
2. a. swam
   b. spoken
   c. gave
   d. seen
   e. taken
3. a. We
   b. My partner and I
   c. I
   d. me
   e. us
   f. them, us
   g. They
   h. me
4. a. No thanks, I don't want any.
   b. I'm never going to see him again.
   c. I would never do anything to hurt you.
(Other possibilities: T.J.)
5. a. more
   b. oldest
   c. smaller
6. a. lay
   b. lie
   c. set
   d. sit
   e. leave
   f. principal
   g. let
7. a. which
   b. which

Skills Check 2

1. a. do
   b. works
   c. look
   d. books
   e. fly
   f. enjoy
   g. get
   h. use
   i. They
   j. haven't
2. a. did
   b. saw
   c. broken
   d. take
   e. given

3. a. We
   b. My wife and I
   c. I
   d. me
   e. us
   f. them, us
   g. We, them
   h. They
4. a. He didn't eat any of his breakfast.
   b. I wouldn't take her to any party.
   c. It seems that this job will never be finished.
(Other possibilities: T.J.)
5. a. older
   b. most
   c. best
6. a. Raise
   b. principle
   c. lie
   d. lay
   e. sit
   f. set
   g. Let
   h. Leave
7. a. who
   b. that

GENERIC SKILLS

•

LISTENING

TAPESCRIPTS

Manpower and Immigration
Main-d'œuvre et Immigration

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FOREWORD

These tapescripts were prepared to accompany the units of the Generic Skills Listening Course. Because of the phase-out of the Training Research and Development Station in Prince Albert, it has not been possible to make the actual taped cassettes available. It is therefore suggested that users of the Generic Skills Listening Course make their own tapes from these scripts. Users may wish to adapt the tapescripts first to suit their own needs; in that case, they are reminded to make any corresponding changes necessary in the printed booklets of the Listening Course.

A total of fifteen 30-minute cassette tapes are required. Each tapescript in this book is identified by a tape number, the side designation, its function as Skills Inventory (SI), Skills Check 1 (SC1) or Skills Check 2 (SC2), and unit and item number and letter. The booklets of the Listening Course are of little value without the audio-cassette tapes to go with them.

Further details of the Generic Skills Listening, Reading, Writing and Mathematics Courses are available in the Generic Skills Curriculum Instructor's Book.

December, 1975

V. W. Mullen,
Acting Director.

Tape 1 Side A SI IA

ORIENTATION

This tape gives you an orientation to the course in Listening. In this first section of the course you will learn how to use a cassette tape recorder, how to use the different parts of your lesson booklets, and some ideas and information about listening. That's what orientation means: learning how a thing works and how to use it.

Look at the Orientation Booklet, and I will explain its different parts. First, look at the front cover. The title of this course is Listening. There are also courses in Reading, Writing and Speaking in the Generic Skills programme. The title of this booklet is Orientation. Every booklet has its own title and code number. The number on this booklet is I-A of the Listening Course; the Roman number I indicates that the booklet is part of Unit I; the "A" means that this booklet is the first section of Unit I. The parts of a unit are called items. Each booklet represents an item of work. Thus, in Unit I of Listening, there are five items: Item A, Item B, Item C, Item D and Item E.

Every skill booklet has seven parts:

- Skills Record
- Skills Inventory
- Learning Resources
- Prescription Sheet
- Skills Check 1
- Skills Check 2
- Answer Key

The Skills Record is on the second page. Here are listed the Objectives, which tell exactly what you are expected to learn in each booklet. At the top of the page a "generic skill" is listed. It is the overall general skill covered in the item booklet.

The Skills Inventory on the next page is a different kind of test. You cannot pass it or fail it. The inventory provides a way to find out which parts of the item booklet you know and which parts you need to learn. Except for this first Orientation booklet, all the Skills Inventories in the course have the directions on a tape. In this first Skills Inventory the questions are written. Your instructor will mark the Skills Inventory for you. Then he will check off the objectives that you already know on the Skills Record. If you have met all of them, you may go on to the next booklet. If there are objectives that you have not met, your instructor will look at the list of Learning Resources.

On the Learning Resources sheet is a list of different learning materials which will help you to learn the skills you need to work on. The learning materials are mostly textbooks, workbooks and audiotapes. The instructor will choose the most suitable according to your needs. Check marks on the sheet show which objectives the particular book or tape give instruction in.

On the following page is a Prescription Sheet. Here the instructor gives you an assignment, telling you what books to get and what pages to study. He will give you work on only the skills that you have not mastered in the list of objectives in the Skills Record.

After you have done the work prescribed on the Prescription Sheet, the next step is to take the Skills Check 1. All the instructions for doing the Skills Check are on the tape. You must write the answers in the item booklet.

Then you may use the Answer Key at the end of the booklet to mark your Skills Check 1. If you did not reach the criterion score printed at the top of the first page of Skills Check 1, you must do some more work on the objectives of the booklet. You may have to study another textbook and do more exercises, or you may want to ask your instructor or one of your fellow students for some personal help.

Finally, when you feel that you have learned all the necessary skills, listed as objectives in the Skills Record, you may take Skills Check 2. If you have done all the work in your prescriptions carefully, you should be able to reach the criterion score on this second skills check without difficulty. If you cannot, you should ask your instructor for help.

Now look at the Skills Inventory form and write in your answers.

Tape 6 Side A SC1 IA

ORIENTATION

In this Skills Check, you will be asked questions similar to the types you did in the Skills Inventory. Instructions will be given for each part and a signal will indicate when you can stop the tape and write your answer. The sound will be like this: (bong). Remember to always stop the machine when you write or you will lose your place on the tape and it may be difficult to find it again. The Answer Sheet for you to write on is always in the same place in your booklet. Make sure you have it ready in front of you before you begin. When you have finished you can mark your own work. The Answer Key is at the end of this booklet. Any questions you have can be taken to your instructor.

PART A

Here is the first question:

1. Do you understand how to use a tape recorder? List any problems you feel you have with the operation of the machine.

PART B

2. What is the main objective of this Orientation Item?

PART C

3. Look at the list of terms in question "3" of your Answer Sheet. Do you know their meaning? Put a check in front of each one you are not sure of.

PART D

4. What are some common listening faults? Name four.

PART E

5. Why do you think it is important for you to learn to listen more effectively?

You have now finished the Skills Check 1. The answers are in the Answer Key; mark your own work and take your booklet to your instructor if you need more prescriptions. If not, rewind the tape and put it back in the kit and get the booklet and tape for the next Item, "Meaning From Context".

Tape 6 Side B SC2 IA

ORIENTATION

There are five questions in Skills Check 2. Turn off the tape each time you write your answer. When you finish, mark your own work from the Answer Key. Take any questions or problems you have to your instructor.

Here are the questions:

1. Explain, step by step, the steps you will take if you want to listen to a part of a tape again.
2. What is the purpose of this course?
3. Explain what these terms mean in this course:
   a. an Item;
   b. a Unit.
4. Name four common listening faults.
5. How could improving your listening help you?

Tape 1 Side B SI IB

MEANING FROM CONTEXT

INTRODUCTION

(Crackling noise of static. Male voice talking as if from far away. Static interference where indicated.)

Hey Mom, how're you doing? The job's going great but up here there's nowhere to spend the (static). Most of the guys play cards at night because there is a shortage of (static) around here. Listen Mom, do you think you could send me my (static) because my feet are getting cold now that the weather is below zero. I also need my (static) with the fur-trimmed hood. (fade out)

Even though the young man's mother couldn't hear some of the words, she wouldn't have much trouble filling in the words and understanding his message. The meaning of the words around the missing word help the listener fill in the blanks. This is called getting the meaning from context. This often works with words we don't know. Listen to this example.

(Background noise such as traffic or machinery.)

(Henry: boisterous, bumbling, hearty
Sam: low key, angry)

Henry: Hey, Sam. How are ya? Haven't seen you in ages.
Sam: It wasn't long enough for me.
Henry: Don't kid your old pal, Henry. We used to have some great old talks. What's the beef?
Sam: If you weren't so loquacious and always running off at the mouth, my wife never would have found out I was fooling around.

Henry: Loquacious! What kind of thing is that to call a friend?
Sam: Figure it out for yourself, Henry.

PART A

The following exercises will test your ability to hear and understand words used in sentences. Listen to the directions. Follow them very carefully. Since we are testing listening ability, it is important that you hear the tape only once. Here are the instructions for Part A.

You are about to hear several sentences. In each sentence, there will be a word which may have more than one meaning. You are to choose the correct meaning of the word as it is used in the sentence. Concentrate on the word you hear before the sentence. Here is an example:

him - I saw him after the last shift.

In this sentence, the word him means:

a. a religious song

b. a man or boy

The correct answer to this question would be answer (b) - a man or boy. Now, you may begin the exercise. Write only the letter of the correct answer on the Answer Sheet.

1. breaks - I want to repair those breaks in the hose.
   In this sentence, the word breaks means:
   a. good fortune or good luck
   b. punctures or leaks
   c. something which stops a car.

2. hour - The train leaves every hour.
   In this sentence, the word hour means:
   a. belonging to us
   b. 60 minutes of time.

3. except - Everyone ordered Chinese food except John.
   In this sentence, the word except means:
   - a. to take or receive
   - b. to agree or consent
   - c. not including.

4. write - Please write me a letter soon.
   In this sentence, the word write means:
   - a. correct, not wrong
   - b. put your ideas on paper.

5. pair - I need a new pair of work boots.
   In this sentence, the word pair means:
   - a. a set of two things
   - b. a fruit

6. their - Their car sure needs a new muffler.
   In this sentence, the word their means:
   - a. they are
   - b. belonging to them
   - c. over in the distance

7. knew - I just knew it would rain today!
   In this sentence, the word knew means:
   - a. not old or used
   - b. was aware of something

PART B

You have now completed Part A. In Part B, write the word which is missing in the following sentences. A tone ... will indicate where you should place the missing word. For example, listen to the following sentence: You could tell she was ... by the expensive clothes she wore.

In this sentence, the missing word could be wealthy or rich. Now, you may begin.

1. Please fill out this .... form before you go in for your job interview.
2. I want to buy a .... for the downtown bus.
3. I'm so overweight, I really should go on a ....

4. Your job begins March 16th. Your starting .... will be 600 dollars a month.

5. Running a mile a day is good ....

6. If your eyes begin to blur after reading a book, you may need ....

PART C

This is the end of Part B. Get ready for Part C. In each of the following sentences, you will hear a word which may be unfamiliar to you. If you listen to the sentence carefully, it will help you write the meaning of the word. Write your answers in the spaces provided on your Answer Sheet. Stop the tape each time you write. Here is an example:

> investigate - The detective went to investigate the robbery.
>
> In this case, the word investigate would mean to examine or to look into a situation. Now the exercise will begin.

1. despicable - Anyone who could kill a child in cold blood is despicable.
2. rectify - If you rectify your mistake, the problem will be solved.
3. toxic - The doctor said the baby had swallowed a toxic substance and would have to get his stomach pumped.
4. conspicuous - Someone should tell her that the run in her nylon is very conspicuous.
5. transformation - Everyone was pleased to see the complete transformation in the park after they cleaned it up.

You have now reached the end of the Skills Inventory. Rewind the tape and put it back in its proper place. See your instructor to check your answers.

Tape 7 Side A SC1 IB

MEANING FROM CONTEXT

The following questions will be very similar to those in the Skills Inventory. Follow the instructions carefully. Remember to listen to the tape only once. Here are the instructions for Part A.

PART A

In each of the following sentences, there will be a word which may have more than one meaning. You are to choose the correct meaning of the word as it is used in a sentence. Concentrate on the word you hear before the sentence. Here is an example:

doe: A young doe flashed by me in the woods.

In this sentence, the word doe means

a. a mixture for making bread

b. a female deer

In this example, (b) a female deer, would be the correct answer. Now, the exercise will begin. Write only the letter of the correct answer on the Answer Sheet.

1. herd - A herd of cattle grazed in the pasture.
   In this sentence, the word herd means:
   a. the past tense of to hear.
   b. a number of animals.

2. there - I'll see you there at 6 o'clock.
   In this sentence, the word there means:
   a. belonging to them
   b. they are
   c. at that place.

3. peace - After the Second World War, the country was finally at peace. In this sentence, the word peace means:
    a. freedom from war.
    b. a part of something larger.

4. plain - That girl has a very plain appearance. In this sentence, the word plain means:
    a. aircraft
    b. ordinary
    c. flat

5. sun - The bright light of the sun hurts my eyes. In this sentence, the word sun means:
    a. a male child
    b. a huge burning star

6. ore - The mine produced tons and tons of copper ore. In this sentence, the word ore means:
    a. mineral-bearing rock
    b. a paddle for a boat.

7. vein - Blood came gushing out of the cut vein in his arm. In this sentence, the word vein means:
    a. very proud
    b. a blood vessel
    c. not important

PART B

You have now completed Part A. In Part B, fill in the missing word in each of the following sentences. A tone .... will indicate where you should place the missing word. For example, listen to the following sentence: The bird couldn't fly because it had a broken .... In this example, the answer could be wing. Now, you are ready to begin.

1. Please buy a quart of milk and a .... of butter.
2. There were two people killed in a highway .... over the weekend.
3. Turn on the ...., I want to hear the news.
4. No more work for the next two weeks; I'm going on a ....
5. I want the sports page when the .... comes.

6. I don't weigh that much! This .... must be wrong.
7. Every year, ... falls on December 25th.
8. Brian is so .... that he never helps his mother with anything.
9. Alice was sure that she did not fail the ....

PART C

You have now completed Part B. Get ready for Part C. In each of the following sentences, you will hear a word which may be unfamiliar to you. If you listen to the sentence carefully, it will help you write the meaning of the word. Write your answers in the spaces provided on your Answer Sheet. Stop the tape each time you write. Here is an example:

> sluggish - I feel sluggish today because I stayed up so late last night.

In this example, sluggish would mean lazy or tired. Now, the exercise will begin.

1. considerate - It was considerate of you to send the lovely flowers.
2. essential - It is essential that you wear a life-jacket when you go canoeing.
3. severely - Five people were severely injured in the head-on collision.
4. terminated - John was very disappointed when he got a notice with his pay cheque saying his work was terminated.
5. abandon - If your house catches fire, you should abandon it immediately.

You have now reached the end of the Skills Check 1. Rewind the tape and put it back in its place. Use the Answer Key to check your answers.

Tape 7 Side B SC2 IB

MEANING FROM CONTEXT

The following questions will be very similar to those in the Skills Inventory and Skills Check 1. Follow the directions carefully. Listen to the tape only once. Here are the instructions for Part A.

PART A

You are about to hear several sentences. In each sentence, there will be a word which may have more than one meaning. You are to choose the correct meaning of the word as it is used in a sentence. Concentrate on the word you hear before the sentence. Here is an example:

bare - By November, the trees were all bare.

In this sentence, the word bare means:

a. a large, furry animal

b. uncovered or stripped

In this example, (b) uncovered or stripped, would be the correct answer. Now, the exercise will begin. Write only the letter of the correct answer on the Answer Sheet.

1. two - I need two dollars for the show.
   In this sentence, the word two means:
   a. also
   b. the number after one.
2. knight - A handsome, young knight rode up to the castle.
   In this sentence, the word knight means:
   a. the opposite of "day".
   b. a soldier in olden days.

3. stare - All the men stare when a young girl with a short skirt walks by.

   In this sentence, the word stare means:
   - a. to look at with wide open eyes
   - b. a step

4. board - I need another board to build the final step.

   In this sentence, the word board means:
   - a. not interested
   - b. a piece of lumber

5. sale - Nowadays, groceries never seem to be on sale.

   In this sentence the word sale means:
   - a. a piece of canvas used to catch wind and propel a boat
   - b. the selling of articles at a lower price

6. they're - They're coming to visit us on the long weekend.

   In this sentence, the word they're means:
   - a. at that place
   - b. they are
   - c. belonging to them

7. won - Our hometown finally won the football championship.

   In this sentence, the word won means:
   - a. a single thing
   - b. beat someone in a game or contest

PART B

You have now completed Part A. In Part B, fill in the missing word in each of the following sentences. A tone .... will indicate where you should place the missing word. For example: I broke my shoe .... while I was trying to tie it.

In this example, the answer would be lace. Now, you may begin.

1. Can you tell me how many .... it is from here to Toronto?
2. Bake the cake for 40 minutes in a 350 degree ....
3. Look at all that smoke! Something must be ....
4. This nail should be pounded in further. Hand me the ....

5. When we got the boat out on the lake, the motor began to sputter. We were nearly out of ....

6. Please be quiet and .... to the following directions.

7. I was going to buy that dress, but 100 dollars just seemed too ....

8. What is your .... for wanting to leave so early?

9. Quick! Call the .... We've been robbed!

PART C

You have now completed Part B. Get ready for Part C. In each of the following sentences, you will hear a word which may be unfamiliar to you. If you listen to the sentence carefully, it will help you write the meaning of the word. Write your answers in the spaces provided on your Answer Sheet. Stop the tape each time you write. For example:

prudent: David was very prudent whenever he went camping. He always made sure the camp-fire was entirely dead before he left.

In this case, the word prudent would mean sensible or careful. Now, you are ready to begin.

1. pertinent - Thank you very much for the folder, Mr. Smith. It contains a lot of pertinent information.

2. extinguish - If a grease fire starts in your kitchen, use baking soda to extinguish the flames.

3. endeavour - If I were you, I would endeavour to build the fence myself instead of hiring carpenters.

4. futile - Looking for a needle in a haystack is a completely futile effort.

5. depleted - The situation was extremely serious. The blizzard was getting worse by the minute and in two days the food supply would be depleted.

You have now reached the end of the Skills Check 2. Rewind the tape and replace it. Use the Answer Key to correct your answers.

Tape 2 Side A SI IC

MAIN IDEA

INTRODUCTION

(Factory noises as background to conversation)

Foreman: This is your first day on the job,and you'll be expected to catch on fairly quickly so you can replace Vern who is leaving tomorrow. This is where you'll be working. The whistle blows for coffee break,but don't worry, you'll soon get into the routine. The most important thing to remember is to get the rhythm of packing the sausages. The less you have to stop the conveyor belt, the better. Two other things to watch for are sausages that have air holes or aren't full of meat. Take them out and put them in this bin. Before you start, go down to the office and get a locker key and make sure they give you one on this floor. There are first aid stations on every floor. If you read your employees' handbook, you should find most of the information you need. If you have any questions I'll be in my office from 8:30 to 11:30 every day. Okay, you're on your own.

Have you ever been in a position where you were given a lot of information at one time and it all seemed important? The new fellow on the job might be feeling unsure of himself after having to listen to all those instructions. He wouldn't have to feel quite so anxious if he listened for the one really main point that the foreman made. He said, 'The most important thing is to remember to get the rhythm of packing the sausages. The less you have to stop the conveyor belt, the better." The other information the foreman gave him was important but could be picked up by asking someone or reading the employees' handbook. When you have to listen to a lot of information at one time,try to zero in on the most important ideas.

In the following exercises you will be asked to listen for the most important idea. Remember to listen to the exercises only once. Here are the instructions for Part A. Follow them carefully.

PART A

The following example will test your ability to listen for the main idea. After you have listened to the selection, you will be given possible main ideas. You are to choose the main idea which best suits the paragraph.

> Today's foresters have a whole new attitude to forests. Lumberjacks of the past have been replaced by men who see the trees as a crop to harvest. The new type of forester feels this crop can be replanted and improved.

What is the main idea of this passage?

1. Trees are a crop.
2. Foresters of today have a whole new attitude to trees.
3. Trees can be replanted and improved.

In this example, number 2 would be the correct answer since it best summarizes the idea of the paragraph. It also expresses the most important idea in the paragraph. The fact that trees are a crop and can be replanted and improved, supports the main idea that the new forester has a whole new attitude to forests.

Try this next one on your own:

Every time I go into the grocery store, the prices have risen again! Are you tired of high food prices? What should we do about it --- starve? The politicians don't seem to care. They blow a lot of hot air about their grand ideas, but just like the food prices, their hot air only rises. Meanwhile, the price of essential protein foods such as meat, eggs, poultry and milk continues to rise. Fresh fruit and vegetables are a luxury nowadays. The nutritionists don't really help. They tell you what foods are best for your body but don't tell you how to find the bargains. If you can come up with a good solution to this problem, you're certainly one step ahead of everyone else.

1. What is the main idea of this selection? Write only the letter of the correct answer on the Answer Sheet in Part A.

   a. Politicians only blow a lot of hot air about important issues.

   b. Food prices continue to rise and no one seems capable of solving the problem.

   c. Meat, eggs, and milk are protein foods.

   d. Nutritionists can't solve the food price problem.

PART B

You have now completed Part A. In Part B, you will hear two conversations which have a lot of talking and questioning. However, there is only one important question in each conversation. After listening to each, stop the tape and write the most important question which the speaker wants answered. An easier way to think about it is: What is the speaker really asking? Here is the first conversation. In this selection, you are the owner of a flower shop. What is the most important question you have to answer?

1. (Phone ringing) Hello, Flora's Flower Boutique.

   Hello Flora, this is Martha Biddle. Guess what? I'm getting married at Christmas on the evening of the 24th. I imagine you're surprised I ever caught a man. He's Henry Morgan the painter. What I need to know is, can you do my flowers for that date? I have worked out what I need. Could I come in and see you Friday?

Stop the tape and write the most important question on line 1 of Part B.

Here is the second selection. In this conversation, you are the manager of the service department of a garage. Listen and decide what this little old lady really wants to know.

2. "Hello, is this Marvin's Motors? Boy, have I got trouble today! Do you know the corner of Ruth and Main? Well, a young smart alec in a fancy blue car backed right into me while I was sitting at the light. Smashed my right headlight to smithereens! Glass all over! If I bring my car down right away can you fix it today? I simply won't drive my car around with a broken headlight. These young people just have no respect!"

Stop the tape and state the most important question in the conversation on line 2 of Part B.

PART C

In Part C, you will hear a selection which contains several directions. Write down the outcome which will result if you follow the directions.

1. Make a dot on your paper. Go about 1 inch to the right of that dot and make another dot. In between these two dots and about 1 inch above them, make another dot. Draw three lines joining the three dots in order.

   If you follow these directions, what have you drawn?

2. If you follow these suggestions, I think I have some ideas to make the work go faster, George. This carrying the concrete by wheel barrow is hard work and the men are complaining. I think they should be spelled off every few hours. If we took the time to build a ramp,it would save us some steps. An investment in a concrete buggy would pay off after a few jobs, too. I hope you'll think about the advantages of my suggestions, George.

   What will happen if George follows these suggestions?

PART D

In Part D, you will hear two selections. State the main idea of each selection in your own words. Here is the first selection.

1. Are you afraid of the dark? I really can't understand why, but I am terrified of the dark. If I have to walk home in the dark alone, I feel afraid. If a dog happens to come up behind me unexpectedly, I'm convinced it's a bear. The scurry of any animal in the bushes makes me think a rattlesnake is after me. I really wish I could get over my fear of the dark.

Stop the tape and state the main idea on line 1 of Part D.

Here is the second selection.

2. Have you ever noticed how poorly constructed new clothes are nowadays? For instance, the first time you happen to wear a new pair of slacks a piece of invisible thread may be showing. When you give it a small tug to break it off, your whole hem rips out. So there you are in your new slacks with one hem hanging two inches longer than the other. How about the new shirts and blouses you buy today? You can always count on one or two buttons falling off the first time you wear them. Then there are the new sweaters. The manufacturers often forget to sew a seam under the arm. And how about all those labels? They are the only pieces of the garment which are firmly attached. If you happen to rip one off,a whole seam rips out. So beware! Getting formally dressed in new clothes for a special occasion may not be as pleasant an experience as you wished it to be.

Stop the tape and state the main idea on line 2 of Part D.

PART E

Part E is the final part of the Skills Inventory. You will hear three paragraphs about physical exercise. Each paragraph has one main idea. At the end of each paragraph, you will hear a tone. Stop the tape and write the main idea for that paragraph on your Answer Sheet.

Today many people think it is important to look good. The first step to looking good is looking fit. Exercise is one of the best ways to help keep your body young-looking and to help keep your weight down. If looking good means having a trim healthy figure, then exercise is important.

The unusual thing about getting regular exercise is that it doesn't seem to use up your energy; it seems to give you more energy. After a hard days work, instead of lying on the couch and watching television, take a walk with your husband or your wife, play ball with your son, or even go jogging by yourself. You'll find that exercise won't make you more tired; it will make you feel great.

The last reason most people have for getting regular exercise is to improve their health. It should be the first. Regular exercise improves heart and lung capacity and it's vital to good health. In parts of the world where people live to an old age, these people get plenty of physical exercise until they are very old.

Rewind the tape and replace it.

Tape 8 Side A SC1 IC

MAIN IDEA

The following questions will be very similar to those in the Skills Inventory. Follow the directions carefully. Remember to play the tape only once. Here are the instructions for Part A.

PART A

This exercise will test your ability to listen for the main idea. After you have listened to a selection, you will be given three possible main ideas. Choose the main idea which best suits the paragraph. Here is the selection.

The women thought that their husbands should be provided with uniforms. After all, the risks of the job often involved damage to clothes. The wives urged the company to help with the expense by supplying shirts, slacks and jackets. If the uniforms were made of easy-care fabrics, the wives could launder them and no ironing would be required. They would be extremely grateful for the consideration.

1. What is the main idea of this passage? Write only the letter of the correct answer on the answer sheet.

   a. The company should supply work uniforms.
   b. The wives would appreciate the company supplying their husbands with uniforms.
   c. Easy-care fabrics can be laundered and require no ironing.

PART B

You have now completed Part A. In Part B, you will hear two conversations that have some unnecessary talking and a few questions. However, there is only one truly important question in each conversation. After listening to each one, stop the tape and write the most important question which the speaker wants answered. An easier way to think about it is: "What is the speaker really asking?" Here is the first conversation.

1. In this selection, you are in charge of customer complaints in a department store. Mrs. Nelson is complaining about a dress she bought. What is the most important question she asks you?

   Well, young lady, don't smile at me like that. You won't get around me so easily. Doesn't your store like refunding money? Don't argue with me young lady, I know it doesn't. How would you feel if your brand new dress practically fell right off you at an important party? Even the mayor was there! And there I was standing with a glass of sherry, talking to the mayor's wife, when all of a sudden my shoulder seams gave way. Can you imagine how embarrassed I was? So young lady, do I get back my money or not?

   Stop the tape and state the most important question in the conversation on line 1 of Part B.

2. Here is the second conversation. Listen to Ken talk about some mutual friends. He only wants one question answered.

   "Did you hear about Allan and Sandra? It's really a shame, isn't it? If ever there was a marriage that seemed to be happy, it was that one. Why did they break up anyway? Can you figure out what happened? My wife and I are really puzzled."

   Stop the tape and write the most important question Ken wants answered on line 2 of Part B.

PART C

In Part C, you will hear a selection which contains several directions. Write down the outcome which will result if you follow the directions.

1. If you want the trees to survive you'd better listen to my advice. Late fall is the best time to dig up trees. Be sure you dig all around the tree and deep enough so you take as much of the root as possible. Replant the tree right away. The hole you make to move the tree to should be well prepared. Make it deep and loosen the soil so the roots have room to spread. Pat the earth firmly around the roots, being careful not to damage them. Water right away, prune about a foot off the main branches. Then just leave it and wait for spring.

   What should be the outcome, if the person follows these directions?

2. Eric, I can teach you to be the best concrete finisher in the province. Just follow these directions and you'll have a smooth floor. First, you'll have to test the concrete every hour, depending on the temperature; it should take 1 to 5 hours to dry. Feel the top and make sure it is firming up enough to support the power trowel. After all, you don't want to make waves or have the trowel sink into six inches of concrete. The power trowel will do the rest for you. Just move it in easy circular strokes,and you'll get good results.

   What will be the outcome if Eric follows these directions?

PART D

In Part D listen to these selections and then state the main idea in your own words. Here is the first selection.

1. Has your car ever stalled on the busiest intersection at rush hour? What a frustrating experience! All you can hear is the constant honking of cars and the cursing of drivers. Your fingers shake with tension as they constantly try the starter. The engine turns over, but simply won't start. You keep trying and trying until the battery is dead. Finally, the tow truck arrives. Wouldn't you know it! The garage attendant announces the news that your car has run out of gas.

   Stop the tape and state the main idea in your own words.

2. Ten women were recently admitted to a seven month course for metal technicians at Camp Borden, Ontario. This was a first for women. These women, all graduates of the Armed Forces boot camp at Cornwallis, Nova Scotia, are pioneering the entry of women in the Canadian Forces School of Aerospace. This was an important step, and women are beginning to play a larger role in the Canadian Armed Forces.

PART E

In Part E of the Skills Check, you will hear three paragraphs on 'lumbering'. Each one has its own main idea. At the end of each paragraph you will hear a tone. Stop the tape and write the main idea for that paragraph on your Answer Sheet. Listen for three main ideas.

1. Some people who love forests are concerned when foresters "clear cut" a stand of trees. Clear-cutting means cutting down all the trees and hauling them away to a mill. The problem is, as some people see it, that this leaves a huge open messy area. Someone once said, "It looks like a bombed-out area that a hundred elephants have stampeded through following a rock concert."

2. Clear-cutting gives some people a chance to cry about the destruction of our natural resources. What these people can't or won't see is what happens after an area of trees is harvested. Most of the area is put back into production through a program of reforestation. This means that companies replace what they take with new and healthier trees.

3. Tree planting is not the only way a harvested area is put back into production. Sometimes a process known as scarification is used. Huge machines churn over a harvested field and dig up a ground cover which makes a good bed for new seeds. Jack-pine and black spruce respond best to scarification. New and better trees begin growing where this process is used.

Rewind the tape and replace it.

Tape 8 Side B SC2 IC

MAIN IDEA

The following questions will be very similar to those in the Skills Inventory and in the Skills Check 1. Here are the instructions for Part A.

PART A

The following exercise will test your ability to listen for the main idea contained in a short selection. After you have listened to the selection, you will be given four possible main ideas. You are to choose the main idea which best suits the paragraph. Here is the selection.

His name is Pedro Sanchez and he walks the "high iron". He's proof that men can adapt to many types of jobs. Pedro steps confidently onto steel girders ninety feet above the ground and joins corners on multi-million dollar skyscrapers. Life is a daily gamble. One slip would mean death, but he leans confidently into the wind and walks fifty feet out on a girder to weld it into place. Working unprotected at such a height would paralyze the average man with fear, but for Pedro it's as normal as anyone's job.

1. What is the main idea of this passage? Write only the letter of the correct answer on the Answer Sheet.

   a. Life is a daily gamble.

   b. Men can adapt to many types of jobs.

   c. Working at such heights would paralyze most men with fear.

   d. Pedro's job is as normal as anyone's.

PART B

In Part B listen for the most important question asked in a short selection. There are two selections. Stop the tape after each and write the question on your Answer Sheet.

In the first one Jack is talking to a salesman in the sporting goods section of a department store. If you were the salesman, which of Jack's questions would be the most important?

I guess you're selling a lot of canoes this year. Do you sell many of that 16-foot type over there? How does it ride? I sure like the looks of it. Would you take a trade for it on my boat motor? It's only a few years old and in great shape. If I bring it in, would you look at it?

Now write your answer to No. 1.

In the second selection, listen to Jim's response after you have just told him about your great fishing weekend. What does Jim really want to know?

You say you caught your limit in two hours? You really threw that many back? That must have been some lake! I've been thinking of going fishing soon. What did you say the name of that lake was? It sure would be nice to take my son there. You know my boy, Peter, don't you? A real keen fisherman already and he's only ten.

PART C

1. You have now completed Part B. In Part C, listen to a selection which contains several directions and write the outcome which will result if you follow the directions.

A man was lost in a huge city. Someone had pick-pocketed his wallet, and he was desperately trying to find the police station to report the incident. He asked a passing stranger for directions to the police station. Here's what he heard.

"Yes, sir. Go to the end of this block and turn right. Finish going to the end of that block and turn right again. Go to the end of that block and turn right again. If you go to the end of that block and turn right again you should be there."

If the man followed these directions, what would happen? Stop the tape while you write your answer on the Answer Sheet.

2. Mrs. Weston is a very difficult customer to please. She has been coming to us for five years because we know how she likes her hair treated. First, use only a mild shampoo and do it twice. Use the cream rinse in the green bottle and wash it out with cold water. For the set use the largest rollers and comb it off her face. She just likes waves, not too curly. Under no circumstances put spray on it - even if there is a hurricane blowing.

If the girl follows these directions, what is the likely result?

PART D

In Part D, listen to these selections, then state the main idea of them in your own words.

1. Marriage counsellors give all kinds of reasons why marriages break up. It's true that differences over money, sex and in-laws can strain a marriage. But I believe one of the biggest causes of strife comes from a lack of a sense of humour. If people would only listen to how they sound when they say: "I'm going home to mother" or "Jimmy, tell your father I'm not speaking to him." Life is too short to waste time in useless bickering. If we try to see the humour in our lives, it can ease the everyday strains and reduce marital fighting.

2. For hundreds of years, training the young for jobs under a master craftworker has been a sound system of on-the-job training that has persisted and grown. The system has been the backbone of the construction industry because it supplied skilled workers. But this system does not provide even a quarter of the workers needed. By not changing with increased demand, this system has tended to limit the type and number of apprentices. It has failed when it has not made full use of great numbers of women and minority groups. It is time for a close examination of the apprenticeship system. We need some new alternatives.

PART E

In Part E of this Skills Check, you will hear three paragraphs on "Saving Money on Food Bills". At the end of each paragraph, you will hear a tone. Stop the tape and write the main idea for that paragraph on your Answer Sheet. Check your answers when you have finished.

Anyone who shops for the family groceries doesn't need to be told that prices are going up. If you have to feed your family on the same amount of money, month after month, here are three suggestions which can be helpful. Planning can be one of the most effective savers. Compare the advertised specials and plan your weekly menus around what is on sale. If you plan this way, you can make up a weekly shopping list which will save you money on extra trips to the grocery store. It will also help you to keep within your budget by limiting impulse buying.

The second way you can save money on your grocery bill is to learn to cook and enjoy low cost meats and protein foods. One large cheap roast can be cut up to make a small roast for braising, some stewing beef and bones for soup. Eggs and cheese can provide endless variety, and they are still the cheapest source of protein. Dried peas and beans are also a good source of protein and can be used in soup and casseroles. Foods like these can go a long way in feeding a family.

There are many other suggestions for saving on the food bill, which I am sure you know, but the final one I would like to mention is developing in your family a respect and enjoyment of good nutritious food. Don't buy expensive empty high calorie snacks like chips, candy, pop, prebaked pastries and other treats with low food value. You'll find your family will soon learn to prefer snacks of fresh carrot sticks, celery and cheese, peanuts, or hard boiled eggs. The list is endless. Educate your family's appetites and save on the grocery bill.

Tape 2 Side B SI ID

RECALLING DETAILS

INTRODUCTION

[Sound of a match being lit.]

Joe: Password?

Ed: Chicken Pox.

Joe: Red Measles.

Ed: Hey, buddy!

Joe: That you, Ed?

Ed: Yeah, it's me. Here are your instructions. Remember them. Don't write them down. Your life and mine may depend on it. Now first: tomorrow night at 11:00, you go to Harvey's Bar and order a Gin Sling and pick up your napkin when you leave and take the napkin to the phone booth at 9th and Pender and leave it under the "Q's" in the directory. Then take the subway to the East Walker station. Wait there until a man in a grey suit comes up and asks you if you need a shoe shine. Take the package he gives you to the old man at the magazine stand and leave it on top of the pile of magazines called 'Home and Garden". Finally take the 9:45 plane to Budapest and stay there at the Hotel Kalzar until contacted. Got it? Now repeat it all back to me.

Joe: I still haven't finished my Gin Sling.

Your life doesn't often depend on your ability to remember a list of details, but you can operate more efficiently at work and home if you can remember instructions or directions that someone gives you orally. You can train yourself to remember details more easily by concentrating on what the other person says. It often helps to say each instruction to yourself and to try and see the relationship between each of the steps. Many directions can become automatic, such as for changing a tire, or preparing a stew.

The following exercises will test your ability to listen to an oral selection and remember the important details. Here are the directions for Part A. Listen carefully. Remember to play the tape only once.

Part A

You are about to hear a paragraph. After the selection, you will be given five statements. Decide if the ideas were ones the speaker said. Write "true" or "false" on your Answer Sheet. Use only the information you heard in the selection to make your decision. Here is the selection.

The tape recorder is a great time-saving device. A businessman can dictate his memos on the airplane as he flies to another city. The salesman can dictate as he drives to the next town. A meeting can be recorded as it progresses, and if a question arises as to "who said what," the playback can settle the issue.

1. Here are the statements; answer "true" or "false". You will be given time to write your answers.
   a. Tape recorders aid businessmen.
   b. All salesmen use tape recorders.
   c. Tape recorders can be used at meetings.
   d. Tape recorders were invented 200 years ago.
   e. Tape recordings can settle arguments.

Part B

You have now completed Part A. In Part B, you will be asked to answer "who," "what," "where," "when" and "why" questions after hearing a speaker. Listen to the following information.

1. I went back to my old home for the first time in twenty years last month. I don't know why I went back; maybe I was just curious to see if it was the same as I remembered it. Some places may change over the years, but Sandy Bay stayed just the same. I could still find my name scratched into a tree in the park.

   Answer the following questions. Turn the tape off after each question.

   a. How long had the speaker been away from his home town?

   b. Why did he go back?

   c. What was the name of the town?

   d. Where was his name scratched?

2. The Hudson Bay Mining and Smelting Company announced that in the future, women will be hired in surface-mining operations in the base metal mines in Northern Manitoba. A spokesman for the company says that women will be employed in Flin Flon and Snow Lake in the mills, copper smelter, machine shop, construction, warehouse and security services.

   Answer these questions. Remember to turn off the tape as you write.

   a. Who made the announcement?

   b. What was the announcement?

   c. Where are the mines?

   d. What areas will the women be employed in?

Part C

You have now completed Part B. In the following paragraphs which make up Part C, the main idea will be supported by other ideas or details. Try to listen for both the main idea and the details. After you have listened to the selection, write the main idea and three supporting details on your Answer Sheet. Here is the first selection.

Everyone should know a little about the first aid steps to take in case of an accident. The first thing you should remember is not to move the injured person. This is especially important if the person was hurt as a result of a fall or a car crash. The only time you should move the victim is if he may be in greater danger if he is not moved. For instance, you should remove victims from an accident where fire may begin at any moment. The next step is to have someone go for a doctor while you begin to apply first aid.

1. Now, stop the tape, and list three details which support the main idea in Selection 1.

Now listen to the next selection on water safety.

Would you know how to rescue a friend who fell overboard while not wearing a life jacket? First of all, try not to panic, and remember these basic, important rules. Don't try to rescue your friend by swimming over to him and grasping him. In his state of panic, he could drown you with him by frantically clinging to your arms or throat. Throw him a life jacket immediately. If there is no life jacket available, swim over to the person and throw him a rope, a piece of clothing, or a boat paddle. This will allow him to grasp something and you will be able to pull him to safety. If the person needs artifical respiration, you should administer it immediately.

2. Stop the tape and list three details which support the main idea in Selection 2.

Part D

In Part D, you will hear a speaker give directions. After you hear these directions, you will be asked to list them in the order in which they were given. Listen to the following directions on how to stop severe bleeding.

If you are present when someone is bleeding heavily from an injury and there is no doctor present, here are the steps you should follow. Number one, have the victim lie down to prevent fainting. Press a clean piece of cloth against the wound. Press firmly with your whole hand. If the dressing becomes drenched with blood, keep applying new dressings on top of the old one until the bleeding has stopped.

Now stop the tape and briefly list the four directions which were given.

Do the following exercise in the same way you did the first part. Listen, then write the directions for the second part of the instructions about what to do in case of severe bleeding.

When the bleeding has stopped, bandage the whole dressing on firmly, but not too tightly. Try to get the person to a doctor. Leave the cleaning and the treatment of the wound to him. Watch for signs of shock.

Now stop the tape and briefly list the four directions which were given in Selection 2.

Part E

In Part E, which follows, you will be listening for the questions which a speaker asks. An employer is interviewing you for a job. Listen for the three questions he will ask you and write them on your Answer Sheet.

Well, Miss Murphy, I see you're on time for your interview. A good sign. Here are a few things I'd like to ask about your past work record. What did you do at Mayfair Insurance? Good fellows over there. I golf with Bill Mayfair. How long did you work there? Come to think of it, why did you leave such a good job?

1. Stop the tape and write the three questions he asked you on your Answer Sheet. Here is the second selection.

There are several small jobs you will be responsible for. One of those is to be responsible for the petty cash. Have you ever looked after petty cash before? Well, just remember to write a receipt for every sale, no matter how small. Are you familiar with banking forms? You will be required to fill out a deposit slip every day. Did you ask Mr. Murphy how to use the calculator? Better do that. Another of your responsibilities is to check the totals on each invoice.

2. Write the three questions the speaker asked, on your Answer Sheet.

Part F

You have now completed Part E. In Part F, you will hear a brief story. On your Answer Sheet, you are given six statements. Number these statements in the order in which they happened, not necessarily the order in which they are told. Listen very carefully. Here is the selection.

The wedding was a real disaster. You knew that their hotel burned down during the honeymoon, didn't you? Well, other things happened before that.

On the day of the wedding, the florist delivered the flowers to the wrong address. Luckily, the people there phoned us and we rushed over and got them. When everyone began to get dressed, one of the bridesmaids ripped her dress. We sure had to mend that in a hurry.

What else happened? Well, at the reception, someone spilled tomato juice down the front of the groom's mother's dress. She was really disgusted.

When the young couple finally decided to leave on their honeymoon, they noticed their car had a flat tire. That would have been easy to fix, but the groom had lost the car keys and so we couldn't get the spare tire. When I look back on the whole thing, I'd say you were lucky that your invitation did get lost in the mail.

Stop the tape and then number the events on your Answer Sheet in the order in which they really happened. You have now completed the Skills Inventory for Recalling Details. Have your instructor check your answers. Rewind the tape and replace it.

Tape 9 Side A SC1 ID

RECALLING DETAILS

The following questions will be very similar to those in the Skills Inventory. Follow the directions carefully. Remember to play the tape only once. Here are the instructions for Part A.

PART A

After you listen to the following selection, you will be given five statements. Decide if these ideas were ones the speaker said. Write "true" or "false" on your Answer Sheet. Use only the information you heard in the selection to make your decision. Here is the selection.

Wolves have been the subject of much discussion in the past several years. Ever since bounty hunting has made them extinct in parts of North America, Canada has been trying to give our wolves a fighting chance. The result has been that sometimes wolves are over-glorified. They are not harmless mild beasts, but they are not as vicious and cruel as some stories have made them out to be. The truth is somewhere in the middle. Wolves are noble animals that have a valuable purpose in the wild. They deserve our understanding and respect. But let's not have sentiment and emotion get in the way of practical action.

Are the following statements true or false? Write T or F on the Answer Sheet.

a. Wolves are becoming extinct in part of North America.

b. Wolves are harmless beasts.

c. Wolves have a purpose in the wild.

d. Wolves do not really deserve respect.

e. Wolves are not harmless but they are not overly vicious either.

PART B

You have now completed Part A. In Part B, you will be asked to answer "who", "what", "where", and "when" questions after hearing two speakers. Listen to the following information.

1. We are interested in your application for the position which has just opened. We'd like you to come in for an interview on Friday at 3 o'clock. Come to the Toronto Building and ask for Mr. Enright.

   Answer the following questions. Turn the tape off while you answer each question.

   a. What are you supposed to go in for?
   b. When are you supposed to be there?
   c. Where are you supposed to go?
   d. Who are you to ask for?

2. My name is Reg Whittiker and I am a placement counselor for Lighthouse. Lighthouse is an organization formed to help with job placement for the blind. There is a lot more to finding jobs than just matching their skills and visual status against job requirements. Most blind people have to be adjusted to their blindness to go out into the working world. Once of the main functions of Lighthouse is to assist recently blinded to relearn the skills they will need.

   Answer the following questions. Turn off the tape while you write.

   a. Who is Reg Whittiker?
   b. What is Lighthouse?
   c. What is one of the main functions of Lighthouse?

PART C

In the following paragraphs which make up Part C, the main idea is supported by other ideas or details. Try to listen for both the main idea and the details. After you have listened to the selection, write the main idea and list three supporting details on your Answer Sheet. Here is the first selection.

1. Knowing where emergency numbers are located is important for the safety of your family. The numbers for the fire department and police are listed in the main part of your telephone book. But in an emergency, looking up these numbers may take too long. That is why the numbers are usually listed on the inside cover of your telephone book under "Emergency Numbers". It is a good idea to write a list of other important numbers and tape them in the front of your book so you can find them quickly.

Now stop the tape, and state the main idea and three supporting details contained in the selection.

2. There would certainly be a lot fewer accidents if everyone started driving sensibly. Why can't drivers abide by the laws? These laws have been established tor our own safety, yet most people don't realize this.

   How about courtesy? It would certainly be a surprise to find a courteous driver nowadays. And why is it that so many drivers daydream? Being alert is probably the safest way to keep alive while you're driving. If drivers would only start driving according to these basic rules, the accident toll would greatly diminish.

Stop the tape and list three supporting details.

PART D

In Part D, you will hear a speaker give directions. After you hear these directions, you will be asked to list them in the order in which they are given. Listen to the following directions on how to treat a case of poisoning.

A nervous mother phones the Poison Control Center after her four year old has swallowed some lye. Here are the directions she receives.

"O.K. Be calm and follow these directions. Give the child 2 tablespoons of vinegar in a large glass of water. Then give him 2 egg whites. Do not make the child vomit. After you do that, bring him to the hospital emergency entrance. We'll take over from there; I'm sure he'll be all right."

Now stop the tape and briefly list the four directions which were given.

PART E

In Part E which follows, listen for the questions which a speaker asks.

A clerk in a florist shop is asking a customer about what type of flowers she wants. You should hear three questions. Write them on your Answer Sheet.

1. "What type of arrangement did you have in mind, Mrs. Wilson? We have some new carnations which have just arrived; they're beautiful. How much did you want to spend? I suppose ten dollars would give you a lovely arrangement. How about red and white carnations? Good. They will be delivered at 5 o'clock."

Stop the tape and list the three questions the clerk asked.

Listen for the three questions this hairdresser asks. Write them on your Answer Sheet.

2. Did you want your hair washed today, Mrs. Sanster? See Debbie over there and she'll do it for you. Do you want a cream rinse? Be sure to mention it to her. Did we color your hair last time you were in? Yes, we did, didn't we. You better mention it to the girl so she can use a mild shampoo.

Stop the tape and list the three questions the hairdresser asked her customer.

PART F

You have now completed Part E. In Part F, you will hear a brief story. On your Answer Sheet, you are given eight statements. You are to number these statements in the order in which they happened, not necessarily the order in which they are told. Listen very carefully. Here is the selection.

Last Saturday just wasn't my day for shopping. I left home early in the morning anticipating a great day ahead of me. So what happened? While I was waiting at a red light, an anxious driver ran right into my rear bumper. The police arrived shortly afterwards. When I was asked to produce my driver's licence, it simply wasn't to be found. After they radioed the Licence Bureau, to confirm my licence ownership, I was allowed to continue on my way.

I could finally get into some serious shopping. I needed a size 12 white blouse to wear with my new outfit. Wouldn't you know it; they were all sold out of that size. I decided to take a size 10 to the dressing room just in case it did fit. Well, it didn't. As soon as I put it on, I could hear a terrible ripping sound under the sleeve. I would have to buy it anyway. However, when I went to leave the dressing room, I discovered that the door had accidentally locked from the outside. After much yelling and banging, I was let out by the attendant.

By this time, lunchtime had arrived. I went to the nearby cafeteria, loaded my tray with goodies, and proceeded to a table. Sure enough! Someone had spilled custard on the floor and when my shoe came in contact with it, everything went flying.

Stop the tape and number the events on your answer sheet in the order in which they really happened. You have now completed the Skills Check 1 for Recalling Details. Check your answers. Rewind the tape and replace it.

Tape 9 Side B SC2 ID

RECALLING DETAILS

The following questions will be very similar to those in the Skills Inventory and Skills Check 1. Follow the directions carefully. Remember to play the tape only once. Here are the instructions for Part A.

PART A

After listening to the following selection, you will be given five statements. Decide if the speaker really did say them. Write "true" or "false" on your Answer Sheet. Use only the information you heard in the selection to make your decision. Here is the selection.

Many people are beginning to prefer small town life in comparison to big city living. The environment is usually cleaner. You can actually see the blue sky and breathe the clean air. Crime is rarely a problem in small towns; most people aren't afraid to leave their doors unlocked. It certainly isn't as noisy either. Community spirit thrives and neighbours mingle with each other and involve themselves in community projects. Actually, when you think of it, what attracts millions of people to big city living?

Are the following statements true or false?

a. According to statistics, more people prefer big city living.

b. The air and environment is usually cleaner in a small town.

c. Big city residents often leave their doors unlocked.

d. It is usually noisier in a big city than in a small town.

e. Community spirit thrives in a small town.

PART B

You have now completed Part A. In Part B, you will be asked to answer "who", "what", "where" and "when" questions after hearing two speakers. Listen to the following information.

1. Tomorrow morning, my brother, Tim, is going to meet the plane which is coming in from North Bay. If you want a ride, give him a call. You'll have plenty of time to go shopping all day. If you want a ride home, you can catch the six o'clock bus.

Answer the following questions. Turn the tape off after each question.

a. What relation was Tim to the speaker?

b. Where was the plane coming in from?

c. What was the listener going to do all day?

d. How was the listener going to get a ride home?

2. One frozen prairie winter morning, my friend's car stalled at a busy intersection. She tried the starter again and again. Nothing happened; it was dead. The driver behind her kept blasting his horn. Finally, she got out of her car and walked back to his and said in her sweetest voice, "I don't seem to be able to get my motor started. If you'd like to go give it a try, I'll stay here and honk your horn for you."

Answer the following three questions. Turn the tape off each time you write.

a. What kind of day was it?

b. What happened to the car?

c. What did the woman say to the man?

PART C

In the following paragraphs which make up Part C, the main idea is supported by other ideas or details. Try to listen to both the main idea and the details. After you have listened to the selection, write the main idea and list three supporting details on your Answer Sheet. Here is the first selection.

1. Keeping physically fit is a difficult task. Most Canadians claim they have no time to exercise, but this seems like a poor excuse for laziness. Certain persons feel that vigorous exercising once in two weeks is better than none at all. However, exercising in this manner places a severe strain on the heart, and it is actually best not to exercise vigorously unless you are used to regular exercise. Certainly 15 minutes out of every day could be spared by most Canadians for a well-planned physical workout. In two or three weeks, the rewards would be evident.

Now stop the tape and list three details from the given selection.

Here is the next selection.

2. Most people seem to agree that summer is their favorite season of the year. However, when you really stop and think about it, summer isn't all fun. For instance, think about the insects. If you happen to be outside in the woods, you can count on being attacked by starving mosquitoes, biting spiders, or crawling ants. If you go to the beach and lie in the hot sun, you'll probably get a sunburn that'll keep you applying moisture cream for a day or two. Or how about that camping trip? You've planned it for a month. However, the morning you are about to leave, an unexpected rain arrives and lasts for two days. So you can see, summer really isn't as magnificent as everyone seems to believe it is.

Now list three details which support the main idea of the given selection.

PART D

In the next exercise, Part D, you will be asked to list certain directions which are given by a speaker. Listen to the following directions on what to do in case a fire breaks out in your home.

Fire in a home can be a very frightening experience. Stay calm and follow these directions if you happen to experience this misfortune.

The first person who discovers the fire should immediately alert the rest of the household. The family must leave the burning home as quickly as possible. When everyone is outside, phone the Fire Department from a neighbor's home. No one should re-enter the home under any circumstances.

Now stop the tape and briefly list the directions which were given.

PART E

In Part E, you will be asked to list certain questions which a speaker has asked. The following discussion involves an employer who is interviewing you for a job. He asks several questions before he gives you a chance to answer. Listen for the three questions he asks; then write them on your Answer Sheet.

1. "Hello, there. What did you say your name was? Have a seat please. Now, tell me, why do you want this job? What kind of qualifications do you have for it?"

   List the three questions the employer asked.

2. "Do you want this cheque cashed, sir? Fine. Have you endorsed it? Yes, I see you have. Would you like any large bills or would 20's be fine?

   List the three questions the bank clerk asked.

PART F

In Part F, you will hear a brief story. On your Answer Sheet, you are given six statements. You are to number these statement in the actual order in which they happened, not necessarily the order in which they are told. Listen very carefully. Here is the selection.

I really must tell you about the terrific holiday we took last summer. The whole thing was a surprise to me. John had planned the entire trip with a travel agent months before I knew about it. I was sure one shocked wife!

The plane trip to Spain was fantastic. We had packed all our luggage two days before so there was no last minute rush. When we landed in sunny Spain, we were escorted to our hotel. Our room was magnificent - truly Spanish.

We took an exciting one-week bus tour of the countryside while we were there. By then, we were looking a bit more Spanish since we had spent our first week sun tanning on the beach. The night before we left we indulged in a truly Spanish supper; it was delicious. The whole trip was just one big success!

Stop the tape and number the events on your Answer Sheet in the order in which they really happened. You have now completed the Skills Check 2 for Recalling Details. Check your answers. Rewind the tape and replace it.

Tape 3 Side A SI IE

NOTE TAKING

INTRODUCTION

(Sound of phone ringing.)

Secretary:	Hello, Remple, Remple and Smith, may I help you?
Man:	I'd like to leave a message for James Remple, please. Tell him Mr. Watson can't meet him at 6:00 because he missed the 4:45, but he'll take the 6:20 and meet him at 8:15, same place. Got it?
Secretary:	Yes, thank you.
Man:	Good-bye.
	(Sound of typing. Door opens.)
Mr. Remple:	Any messages for me, Miss Stills?
Secretary:	Yes, Mr. Remple, Mr. Boston, I think it was, called. He said he missed the 8:45, but he'll meet you at 4:20 and catch the 6:15 I think.
Mr. Remple:	Are you sure? Did you write it down?

Often we have faith in our memories when we shouldn't have. It is easy to write a message down. Then you can read it back accurately to the person who is meant to receive it. In case you cannot deliver it personally, you can leave a written message where it can be found. A note can also serve as a reminder to the receiver in case he forgets to take the necessary action. There are many other situations in which it is valuable to take accurate and organized notes. The information from any course you take or speaker you hear will be more useful if you take notes. Then at some future time, if you can't remember, the notes serve as a useful reminder.

PART A

The following exercises will test your ability to hear and record certain information. Taking notes is an important skill to have, since messages must be recorded accurately in order to achieve their purpose. Taking notes saves time and confusion.

In the following exercises which make up Part A, you will be asked to record brief messages as closely as you remember them. Include all the important information. Since we are testing listening ability, you should play the tape only once. Write these two messages as accurately as you can on your Answer Sheet. You may stop the tape after each.

1. Mrs. Olson won't be able to make it for lunch. Could you meet her for supper instead, at the Country Inn restaurant?
2. The doctor is on an emergency. I'll have to change John's appointment from 2:00 to 4:30 tomorrow.

PART B

You have now completed Part A. In the following exercise, you will be working on two objectives at once. When you are listening to a speaker, you should listen for both the main idea of the speech and the supporting details. You have already had practice at finding the main idea and the supporting details. Now, you will practise taking notes during a speech. In this exercise, you will hear a main idea in each of the three paragraphs; each main idea has two or three facts to support it. A tone will indicate the end of one paragraph. You should stop the tape any time you wish to write down a main idea or detail. Here is the exercise composed of three paragraphs on Shooting Accidents.

1. It's usually a friend who shoots you. This is the conclusion experts make from the statistics on firearm accidents. Last year most mishaps occurred at close range - less than 30 feet. Since most people hunt with friends, they are in the greatest danger from hunting companions.

2. Most of these shootings are the accidental discharges that result when people don't take enough care when moving guns. These accidents happen when crawling through the bush, getting out of the car, or falling.

3. Studies show that very few of these accidents involve people who have taken hunter safety classes. This is the main reason why these courses are offered. Another reason is to get young people off to a good start in this sport by providing them with respect for and knowledge of gun handling. The course is important for adults too because many adult hunters also make mistakes in gun handling procedures.

PART C

In Part C, you will be asked to fill out an order form. A speaker will provide the information you need to complete the form. The order form is included with your Answer Sheet. Stop the tape now and study it for a minute before you listen to the speaker. Some of the information given by the speaker is not important. Be sure to record all the information which the form requires. Here is the speaker. Stop the tape whenever you need to record information.

Catalogue sales department, please. Yes, hello. My name is Mrs. T. H. Howe. My address at the moment is Box 220, Maple Creek. I would like to order an item from the winter catalogue and put it on my account. The number of my account is 3669-71136. The item I would like to order is a set of children's skates. The catalogue number is 3618-193 DL. I want one pair in a brown color - I think that's color number 20. He takes size 2. The skates cost $12.89, I'll pick them up. Will you please phone me when they come in. Thank you very much.

You have now completed the Skills Inventory. Have your instructor check your answers. Rewind the tape and replace it.

Tape 10 Side A SC1 IE

NOTE TAKING

The following exercises will test your ability to take notes from a speaker. The exercises will be very similar to those in the Skills Inventory. Listen carefully. Try to record the notes as accurately as possible. Here are the instructions for Part A.

The following exercises will test your ability to record brief messages as accurately as possible. Include all the important information. Remember to play the tape only once. Write these two messages as accurately as you can in your Answer Sheet.

1. Tell Mr. Arnold his flight is number 90 and leaves Winnipeg International at 8:30 p.m., November 30th.
2. If Ed is really interested in planning that bank job with us, tell him we'll be by the Dead End sign near Shank's Alley at midnight tonight.

PART B

In the following exercise, you will be doing two things at once. When you are listening to a speaker, you should listen for both the main idea of the speech and the supporting details. You have already found the main idea and the supporting details in a selection. Now you will practise taking notes during a speech. In this exercise, you will hear a main idea in each of the three paragraphs; each has three or more facts to support it. At the end of each paragraph, you will hear a tone. Stop the tape any time you wish to write down a main idea or detail. Here is the exercise of three paragraphs on Personal Papers.

1. Every adult has several personal documents and papers that should be kept in a safe place. Some persons keep them at a bank in a safety deposit box. If papers are kept at home, they should be put in a fireproof metal box. A few types of papers should be carried in a wallet and should be with you whenever you are not in your home.

2. The valuable papers that should be kept in your wallet must be readily available. Some of these papers you may need frequently; others may not be used very often. Your birth certificate is an important document that may not be needed often. The same applies to your Social Insurance card. The papers you may need most often are your driver's license and your hospitalization card.

3. The papers that should be in a fireproof box in your house, if not in a safety deposit box, include any valuable papers or contracts that relate to your house and family. Any insurance policies on your home, belongings or family members should be in this box. Also close by should be any property deeds and rent contracts. Some people also keep marriage certificates and other special papers in the same place.

PART C

In Part C, you will be asked to fill out an order form. A speaker will provide the information you need to complete the form. The order form which you need to record the information on is included with your Answer Sheet. Stop the tape now and study it for a minute before you listen to the speaker. Some of the information given is not important. Be sure to record all the information which the form requires. Here is the speaker. Stop the tape whenever you need to record information.

Hello, is this the order desk? Yes, well, I'd like to order two things from your sale catalogue. Do you deliver? Good, I'd like these delivered, and I'll pay cash. My name is Mr. O. E. Towers, 270 Greenfelt Street. I want to order a wall clock. The catalogue number is 36B-1766L. The price is $14.95. The next item I want is a pair of winter boots. The catalogue number there is 766-1988C. Size 12, color black, 02, and the price on these is $19.29 a pair. That's all. Thanks.

You have now reached the end of the Skills Check 1. Correct your answers. Rewind the tape and replace it.

Tape 10 Side B SC2 IE

NOTE TAKING

PART A

The following exercises will test your ability to take notes from a speaker. Try to record the notes as accurately as possible. Follow the directions carefully. Remember to play the tape only once. Here are the instructions for Part A.

The following exercises will test your ability to record brief messages as accurately as possible. Include all the important information. Write the following two messages.

1. Please tell Ed's mother to use half the amount of vinegar in the recipe but double the amount of celery seed.
2. If you're really interested in being alone with me, I'll be at Cooper's Place in the booth, in the dark, at the back, at 8:00.

PART B

In Part B, listen for both the main idea of the speech and the supporting details. You have already found the main idea and the supporting details in a selection. Now you will practise taking notes during a speech. In this exercise, you will hear three main paragraphs; each has at least three facts to support it. At the end of each paragraph, you will hear a tone. You should stop the tape any time you wish to write down a main idea or detail. Here is the exercise composed of three paragraphs regarding Vacations.

Everyone benefits from a yearly vacation. At least once a year each of us needs to break away from his routine work life. Some people vacation in winter to escape the cold climate. Others take a summer holiday merely to relax and enjoy the season.

A vacation need not be expensive to be worthwhile. It should, however, be something different so that people can re-charge their dead batteries. Even if a person stays at home, a holiday is worthwhile if it changes their routine of living. If people can break that monotony for a while, spirits come alive and they are ready for the next round of struggle.

Usually, people can only tolerate a month's vacation. After that, the routine of a vacation or the hectic pace begins to wear. Some long to be productive again and return to the job, happy to be part of a system which has a use for them.

PART C

In Part C, you will be asked to fill out an order form. A speaker will provide the information you need to complete the form. The order form which you need to record the information on is included with your Answer Sheet. Stop the tape now and study the Answer Sheet and then listen to the speaker carefully. Some of the information given is not important. Be sure you record all the information which the form requires. Here is the speaker. Stop the tape whenever you need to record information.

Hello, I'd like to order a pair of slacks from your catalogue. I take a size 32-33. I'd like the grey, color-code number 06. The catalogue number is TB48169. The pants cost $12.95.

I'd like those put on my account, please. My account number is BCX 942-6810. My name is Arthur Pinero - P-I-N-E-R-O. I live at Apartment 404, 205 - 10th St. E., in this city. Thank you and could you deliver those please?

You have now reached the end of the Skills Check 2. Check your answers carefully. Rewind the tape and replace it.

Tape 3 Side B SI IIA

IDENTIFYING RELATIONSHIPS

Introduction

(Soft romantic music. Noises of romance: heavy breathing, sighs, etc.)

John: Martha.

Martha: John.

John: Martha, Martha.

Martha: John, John, John.

(noise of steps)

John: (urgently) Your mother!

(noise of door opening)

Mother: Well, I never! (indignant)

Martha: (exaggerated sweetness) You must have, mother.

When we listen to a story, we try to figure out "what happened" and "why it happened." Sometimes the answers aren't obvious, but the clues are there. Putting these "whats" and "whys" together help the listener keep track of the events in a long story or just to appreciate a shorter one. The "what happened" is often called the effect and the "why it happened" the cause. For example, what was the effect of the sound of footsteps on John? What caused Martha to say, "You must have, mother." Sometimes the "cause and effect" is clear; at other times you have to listen more closely for hidden relationships.

The following exercises will test your ability to understand the relationship between events in given selections. Since these exercises are testing listening ability, listen to the tape only once before doing each part of the Skills Inventory.

Part A

After you have listened to this next selection, stop the tape and answer the questions that are on your Answer Sheet. There are two selections in Part A.

Here is your first exercise.

1. No wonder Frank hates it when my mother calls for one of her chats. Last night when she phoned, I had just put the icing on his favorite cake. It's called 'broiled icing' because you put it under the broiler for a few minutes just to brown the top.

Here is the second exercise in Part A.

2. I used to smoke heavily. I knew I should quit, but somehow I never got around to it. Even when my wife read me articles that said smoking was dangerous to my health, I just kept on puffing. Then one day she left an article beside my bed that said there was a danger that smokers would have a lower sex drive.

That did it!

Part B

People are naturally curious. If they hear about an accident they want to know how it happened and why it happened. What happened we sometimes call the "effect". Why it happened is called the "cause".

Voice: The crowd cheered when they saw that the child had been saved.

The "effect" would be that the crowd cheered. The "cause" is that they saw the child had been saved.

In Part B, you will hear several short selections. The two questions that follow will deal with "what happens" and "why". Do all four of the selections on your Answer Sheet. Stop the tape each time you write.

1. Sally is so proud. She pretends to know everything. I phoned her last week to go riding. She jumped at the chance, just as though she had been riding her whole life. She got a surprise when she tried to mount her horse from the wrong side. I just laughed when I saw the cloud of dust.

   Stop the tape and answer the questions.

2. Alec just never left her alone. He criticized her day and night. Nothing she did was right. Finally Cathy got fed up with the idea of a lifetime of that kind of abuse, and so she gave him back the ring.

3. I looked up and saw a damp wet stain spreading down my newly papered wall. The first thought that came to my mind was that a pipe had burst. "Well," said my small daughter, "I guess my bath is ready now."

4. When he realized how hard he had to bail, Ted wished he had taken time to fix the boat before he took it out.

Part C

In Part C you will be asked to answer some questions that require you to interpret the speaker's story. Listen to the selections. Then answer the two questions on your Answer Sheet. Stop the tape while you write.

1. I don't know what to do about my wife; she thought she had me fooled. She said she would be home at ten o'clock and she wasn't. I phoned the friend's house where she was supposed to be, but there was no answer. She's not going to get away with anything. I'll make sure of that.

2. He thought it would be safe to take the old road. I tried to talk him out of it--I wish I had tried harder. It wasn't getting stuck that mattered. If only he hadn't left the car running for so long. The snow had blocked the exhaust and the windows were closed tight. I wish I had done things differently. But it's too late for John now.

Part D

Part D is the last section of your test. You will hear two unfinished stories. As you listen, try to think of some possible endings or outcomes for the story. Write your best two ideas on your Answer Sheet. When you finish writing, have your instructor check your answers.

1. Surely you don't believe him, my dear. Anyone who would try to scare you with a ghost story doesn't deserve to be believed. I'll prove it to you. Tonight, you and I will spend the night alone in the old haunted house.

Stop the tape and write two suitable endings.

2. Please put that knife down. I promise I'll never see him again. You'll see what a good wife I can be. Just give me another chance. I beg you Martin--please!

Stop the tape and write two suitable endings which could be added to this selection. You have now completed the Skills Inventory.

Tape 11 Side A SC1 IIA

IDENTIFYING RELATIONSHIPS

The following questions will be similar to those in the Skills Inventory. Follow the instructions carefully and listen to each part of the tape only once. Here are the instructions for Part A.

PART A

After you have listened to each of the following speakers, stop the tape and answer the questions on your Answer Sheet.

1. I'm very sorry I was late this morning, but last night while I was asleep, there was a thunderstorm and the power went off. My alarm clock is electric.

   Here is the second selection in Part A.

2. My wife doesn't think that Uncle Harry is feeling very well. His appetite is poor and he hasn't been sleeping very well. It seems to me that his color is very pale. I wonder if I shouldn't make an appointment with Dr. Gibson for him?

PART B

In Part B you will hear several short selections that deal with cause and effect or "what happened" and "why". Listen to each short selection. Then stop the tape and answer the questions that appear on your Answer Sheet.

1. You couldn't have caught a whitefish, Sam. I just don't believe you. Whitefish are always caught in a net. I never heard of anyone catching one with a hook.

2. The farmer filed a claim after that last bad storm hailed out his crop.

3. I don't know what to do about the boy. The foreman says he will have to let Larry go. He's made too many mistakes on the job that have cost time and money.

PART C

In Part C you will hear two short paragraphs which require a generalized interpretation of what you hear. Write the answers to the questions on your Answer Sheet.

1. All right, men. You listen, and you listen good. I ain't gonna repeat this and I ain't gonna put up with no mistakes. Now, Mahoney, you grab that football out there and you run with it, hear? We done this play over and over again at practise; we got it down perfect. But you all gotta remember. This is what you do ...

2. That machine was just overhauled three months ago. Everything about it was checked over including those molding gears. And there has been no sign of trouble until today. I really don't think the problem lies with this machine at all. I think it is further back up the line. For one thing, those other machines haven't been properly serviced in a year and a half.

PART D

In Part D, which is the final part of the Skills Check 1, you will hear two stories without endings. As you listen, think of some possible endings. Write on the Answer Sheet your two best ideas for ending each story.

1. When I came to after the plane had crashed, all I could see was the green jungle surrounding us. Barbara and Margaret were conscious but the pilot was dead. We three women were alone in the jungle. I found a revolver which the pilot had kept in the cabin and put it in my knapsack. The three of us slowly crawled out of the plane. Suddenly, I heard a noise in the jungle directly behind me.

   Stop the tape and write two suitable endings.

2. What, me afraid of dogs! Never. Well, maybe one. I've been a milkman for many years and never met a dog I couldn't stare down. This day, there was a new house on my route and I hesitated only slightly when I saw the sign: Beware of Animal. Some people will do anything to keep salesmen away! It never occurred to me to wonder what the animal was.

Stop the tape and write two suitable endings. This is the end of the Skills Check 1. Ask your instructor to read your answer. Rewind the tape and replace it.

Tape 11 Side B SC2 IIA

IDENTIFYING RELATIONSHIPS

The following exercises will be very similar to those in the Skills Inventory and the Skills Check 1.

After you have listened to each of the following speakers, stop the tape and answer the questions on your Answer Sheet.

PART A

1. Of course, you don't feel well, Henrietta. You're lucky you're not dead. I told you before you left yesterday to be sure you took my book with you. It has pictures of all the poisonous mushrooms. But no, you were sure you knew the edible varieties. It's lucky you tried a couple raw ones while you were cleaning them at home. Just think what would have happened if you'd have served a whole dish of them for supper!
2. Miss Jones is certainly looking much better these days. She seems to have bought some new clothes. She's changed her hairstyle. I don't know what she's done about her makeup, but it is a lot more flattering than it used to be. She smiles a lot lately, and is much more cheerful than she was before. I guess that diet she went on was what she needed. She improved her whole outlook after she lost 20 pounds.

After you answer the questions on your Answer Sheet, go on with Part B.

PART B

In Part B you will hear several short events described. Listen to each and then stop the tape and answer the "cause" and "effect" questions on your Answer Sheet.

1. Sandy hasn't been speaking to Eddy for three weeks. She saw him out with another girl and she was really jealous.

2. I wasn't surprised when Henry had his accident. He always did drive like a wild devil. This time it got him into trouble.

3. George had spent two weeks repairing the roof so he was shocked when it still leaked.

4. Buffy won't be chasing cars anymore. Someone left the front door open and he ran in front of a car before I could call him back.

PART C

In Part C, you will hear two short paragraphs that require a generalized interpretation of what you hear. Write the answers to the questions on your Answer Sheet.

1. It happened while we were climbing Mount Lookout. I knew I should have replaced that one safety rope. I noticed earlier that there was a slight fray near the middle of the rope. I meant to leave it out of the pack; we had lots of other ropes. Why did Boris have to pick that one? He always was a bit careless about safety.

2. Lady, I didn't break your TV. When the picture tube is shot, it's shot. And they cost a lot to replace. Look, here's my catalogue. I'm not just inventing the price, you know. It's fixed by the manufacturer. Go to any dealer in town; you won't get one any cheaper.

PART D

In Part D, which is the final part of the Skills Check 2, you will hear two stories without endings. As you listen, think of some possible endings. Write your best ideas on the Answer Sheet.

1. The meeting had just finished. Everyone was tired and several people were angry. As we left the conference room, several of the members were still arguing. We all got into the elevator. I always have hated crowded elevators. A few members were still arguing. All of a sudden ...

Stop the tape while you write two suitable endings.

2. If there was one thing I hated to do as a child, it was to clean the garage. About six times a year, on a Saturday morning, I got stuck with the job. My Dad always gave me extra money for a movie as payment, but somehow that never seemed like enough -- especially when my friends would call on me early Saturday morning to get a game of ball started or to go for a hike. This one particular spring Saturday morning, I was ready. My mother sent them out to the garage where I was already working. I began to whistle the merriest tune I knew, in as lively a manner as I could manage, as soon as I heard them coming. A wide grin was plastered to my face and I tried to get a little bounce in my step as I loaded the garbage into cardboard boxes.

"Wanna go for a hike?" one friend asked.

"Ah, he can't go," said another. "He's got to help his old man."

"Sure, I can go if I want," said I. "I just don't want to."

They looked at me suspiciously. I kept on whistling and grinning and bouncing. Every so often I'd stoop and pick something up and put it in my pocket. After a few moments of watching me, one of the fellows said, "Well, I guess we'd better get going."

"Whew," I said, "my pants are getting heavy." I started slowly to empty my pockets and lay the items one at a time on the cement. I saved the best for the last. An old horseshoe magnet, a pair of ball bearings, a small roll of wire, and finally, a ring of old keys.

"Where'd you get that neat stuff?" one boy asked with obvious envy.

I laid my trap. Casually I said, "Oh, my dad said I could keep any of the junk I wanted (fade out) as long as I put the rest into boxes for the garbage man."

Write two possible outcomes and let your instructor enjoy reading them when you finish. This is the end of the Skills Check 2. Rewind the tape and replace it.

Tape 4 Side A SI IIB

INFERENCES

INTRODUCTION

[Battle noises, guns, etc. The conversation is between a general and a sergeant. One close-sounding gun shot.]

General:	(shouting) Locate that sniper and get him.
Sergeant:	(calmly) We know exactly where he is, sir.
General:	Then why the hell haven't you shot him.
Sergeant:	Well, sir, that fellow has been sniping at this hill for six days now and he hasn't hit anybody. We're afraid that if we kill him, they might replace him.

Replace him with what? You probably already could guess that the full punch line is: We're afraid that if we kill him they might replace him with someone who can shoot better. This kind of filling in of an unspoken line is called "making an inference". Jokes often rely on inferences. There is just enough information to help you to fill in the missing part. Listen to this joke and see if you can fill in the punch line.

[Noise of operating room tools.]

Doctor:	Scalpel!
Nurse:	Scalpel. What's wrong with this poor fellow?
Doctor:	He had a golf ball knocked down his throat.
Nurse:	I guess that worried looking man outside must be his father.
Doctor:	Oh, no!
Nurse:	Well, who is it?

Could you write the punch line to that joke? The inference is that the man outside is the golfer who lost the ball and wants to get on with his game. Something along those lines.

Mystery movies and books depend on inferences to build suspense. People who like to read mystery books often try to "guess" how the ending will turn out. The author often implies that most of the characters are guilty just to keep the reader confused but interested. Listen to this summary of a mystery plot.

[Exaggerated 'suspense' type of music. Suitable voice reads in a parody of radio mystery show voices.]

> Who killed Rock Cobin? One minute he was peacefully recovering from his gall bladder operation in Mercy Hospital and the next, discovered by the night nurse -- strangled with a rubber glove. The police got right to work and found that everyone had a motive. He was having an affair with his private nurse and his wife knew it and the nurse knew that she knew it but he didn't and wouldn't leave her. His son was in debt and needed his inheritance to help pay off his debts. He had forbidden his daughter to marry the local funeral parlor operator she was madly in love with and who was going broke because business was poor. Even his doctor had sworn to get even with him when he found that he had cheated at poker. It remained up to Detective Bolumbo to find the guilty party.

The following exercises will test your ability to draw conclusions after hearing entire selections or parts of selections. Listen to the directions. Follow them carefully. Remember, you are to play the tape only once. Here are the directions for Part A.

PART A

In the following exercises, you will hear a brief conversation. It will not really supply all the information you want to know about a certain topic. After listening to the conversation, you are to list two other facts which would help you make use of the information. Here is your first conversation.

1. You and your wife are looking for a new house to buy. While you were working, the real estate agent showed your wife a house. When you asked her what it was like, this is what your wife replied:

   "I really like it! It had a lovely fireplace in the living room and the outside yard was beautifully landscaped. It's in a nice neighborhood, too."

Stop the tape and list two other things you would like to know about the house.

Here is your next conversation.

2. There is a new movie playing at a nearby theatre. Your friend has seen it already so you ask him what it's like. Here is his reply;

   "Oh, it was sort of good. I liked it. It was expensive to get in though."

Stop the tape and list two other facts you would like to know about the movie.

PART B

In Part B, you will hear a selection which has no stated conclusion. Listen to the selection; then write a suitable ending for it. Here is the first selection.

1. Jim has been coming late to work for the past three months. His work is never finished on time. This morning the boss went storming into his office. I could hear a terrible argument.

Stop the tape and state what you think the boss did.

Here is your next selection.

2. Les relies on a stiff shot of rye to get him going in the morning. He stays out drinking night after night with the guys. His wife is worried, but he tells her that everything is under control.

Stop the tape and state what you think is happening to Les.

PART C

In Part C, you will hear a selection which lacks a conclusion. After listening to the selection, you will be given three choices for a conclusion. You are to choose the ending which best suits the given selection. Here is the first exercise.

1. Don and Sam were best friends. They had known each other since childhood and had stayed friends even after they were married. They both liked racing stock cars, and worked on them together in their spare time. Don and Sam were getting their cars ready for the big race of the season. A few weeks before the race, Don lost his job. Sam knew Don wouldn't have the money for the entry fee. He decided to help him out.

What do you think Sam will do?

a. Sam will help Don find another job.

b. He will race Don's car for him.

c. Sam will lend Don the entry fee.

Here is your next selection.

2. Man: Are you telling me the money is missing from your purse?
Woman: Yes. I noticed it early this morning when I went to pay the milkman.
Man: Well, did you spend it?
Woman: I don't think so.
Man: For heaven's sake, try to trace your steps yesterday and remember all the places you were.
Woman: I went to Mother's for lunch, and then I went shopping for a while and bought a new purse.
Man: What did you do with your old purse while you were trying out new ones?

What do you think happened to the money?

a. She forgot the money at her mother's when she went for lunch.

b. The money was stolen from the old purse while she was looking at the new ones.

c. She had spent all the money.

You have now completed Part C.

PART D

In Part D, you will hear a selection which lacks a specific conclusion. After listening carefully, you are to predict what will happen at the end of the selection. Here is the first exercise.

1. At the first sign of trouble, the astronaut, who was well disciplined and experienced, did not panic. He tried to determine what damage had been done to the oxygen supply. Then he estimated the total amount left as closely as he could. He had to decide if there was enough oxygen to go on and complete the mission, or if they should turn back. The calculations indicated there might be just enough to complete the mission, but there was plenty if they decided to turn back to earth. Headquarters and the other two astronauts had left the decision up to him. He considered the lives of the other men, and the importance of the mission.

   What do you predict the astronaut will decide to do?

   Here is your next selection.

2. Ellen was lucky enough to have two men in love with her at the same time. She knew she would have to make a decision soon. It wasn't fair to leave the two dangling. Last night Bill had said to her, "Listen Ellen, you know I won't pressure you. You have to make up your own mind, otherwise it will never work out. You know how I feel about you and you know the kind of person I am. I would never let you down." Tonight she was out with Jerry and he had said to her, "Listen, chick, you can't mess around with two guys at the same time. I don't know what you see in Bill anyway; he's one boring jerk. Stick with me, and you'll never have a dull moment. You've got until tomorrow to decide; then I'm gone baby. There's a lot of other pretty fish in that great big sea."

What decision do you think Ellen will make?

You have now completed the Skills Inventory. Have your instructor check your answers. Rewind the tape and replace it.

Tape 12 Side A SC1 IIB

INFERENCES

The following exercises will be very similar to those in the Skills Inventory. They will test your ability to predict or draw conclusions after hearing certain selections. Follow the directions carefully. Remember to play the tape only once. Here are the instructions for Part A.

PART A

In the following exercises, you will hear a brief conversation. It will not really supply all the information you want to know about a certain topic. After listening to the conversation, you are to list two other facts which would help you make use of the information. Here is your first conversation.

1. Your wife phones you up and tells you that she's finally found the perfect car. You want to know more about it so you ask her. This is her reply.

   "It's really fantastic. It's so sharp-looking you won't believe it. It comes in grabber green and the salesman says it handles like a charm. You can try driving it tonight."

Stop the tape and list two other facts you would like to know about the car.

2. You are the boss of a printing firm. You receive a telephone call from a young person wanting work. Here is what the young woman says:

   "Hello, I'm looking for some steady employment. I read your ad in the paper last night and I sure am interested. My name is Susan Shuster. Do you want me to come down for an interview?"

Stop the tape and list two other facts you would like to know about Susan Shuster.

PART B

In Part B, you will hear a selection which has no stated conclusion. Listen to the selection, then write a suitable ending for it. Here is the first exercise.

1. Jack was in a hurry to leave the campsite. He threw a handful of sand over the coals. When he listened to the news the next day, he knew he should have been more careful.

Stop the tape and state why you think Jack should have been more careful.

Here is the next selection.

2. The two fishermen had been missing for days. The search was about to give up for the night when they spotted an overturned fishing boat. In the distance, two life jackets bobbed aimlessly in the water.

Stop the tape and state what you think happened to the fishermen.

PART C

In Part C, you will hear a selection which lacks a conclusion. After listening to the selection, you will be given three choices for a conclusion. Choose the ending which best suits the given selection. Here is the first exercise.

1. The week our son was born we also acquired a stray pup. Shadow and our son became inseparable. At first the pup slept on a mat by the crib, but later, when Timmy got a bed, Shadow claimed a place at the foot of the bed for himself. All this changed as our boy soon developed a collection of stuffed animals that took over the bed. Shadow began to play second fiddle -- not only did he not get as much attention, but there was no space on the bed for him.

About this time, I noticed that one by one the animals were disappearing. I accused my son of taking them with him on his daily rounds to his friends and losing them. One day, my husband was out cutting the runners around the raspberry bushes when he noticed something strange.

What do you think happened to the stuffed animals?

a. The boy was burying them near the raspberries.

b. The dog was burying them in the raspberry bushes.

c. The boy had given the stuffed animals to his friends.

Here is your next selection.

2. The ice forming on the fur around the man's parka meant that it was colder than he had expected it to be. At least all his traps were set and now he had only a few miles to go before he would be back in the warmth of his cabin. The beginning of hunger was making him uncomfortable. It would be a good time to stop and build a fire and eat the last of his food.

The man noticed how still the air was. The cold seemed to hang frozen and suspended. Whenever he took a deep breath, his lungs hurt. He found a sheltered place under some large pine trees. Carefully he built a fire. His hands fumbled as he held the last match and the flame caught. Feelings of warmth spread through him suddenly. It felt good. He watched the smoke curl up and catch under the low pine boughs. The heat shimmered above the flame as the logs burned. Small drips of water hissed in the fire as the snow melted. Suddenly there was a loud creak and a crackling sound as ...

What do you think happened?

a. The branch of the tree began burning.

b. A wolverine pounced out of the tree.

c. The snow from the branch above slid into the fire and extinguished it.

PART D

In Part D, you will hear a selection which lacks a specific conclusion. After listening carefully, predict what will happen at the end of the selection. Here is the first exercise.

1. The morning of the biggest horse racing event of the year had finally arrived. As I was leading Starfire out for his morning workout, I noticed he was limping in the right front foot. I carefully searched the pasture for any hints regarding his sore foot. Suddenly, I saw a family of foxes go scurrying down a hole.

   What do you think happened to Starfire's foot?

2. "Wow, look at this," my husband said one day last summer as he shoved a magazine picture under my nose. "The String Look" it's called. What a great idea. You've got the figure for it, Hon, why don't you get one." His enthusiasm was obvious and so I made one of those silly mini-bikinis just to please him. But I only wore it once. The most embarrasing moment of my life happened that day when I tried my favourite dive.

   What do you predict happened? Stop the tape and give your prediction regarding the bathing suit.

3. Now that Larry is gone, there are only two men available for the job of supervisor. Howard has seniority in the company, but he's ready to retire in three years. His doctor has ordered him to slow down. In fact, he's going on a two-month vacation this year for his health. Bob is a younger man, but he's risen fast in the last few years. He reorganized the whole production line last year and profits went up by 20%. He seems to be able to get along with everyone, too, in spite of his efficient manner.

   Who do you predict will get the job as supervisor - Howard or Bob?

You have now reached the end of the Skills Check 1. Check your answers. Rewind the tape and replace it.

Tape 12 Side B SC2 IIB

INFERENCES

The following exercises are similar to those in the Skills Inventory and Skills Check 1. Follow the directions carefully. Remember to play the tape only once. Here are the instructions for Part A.

PART A

In the following exercises, you will hear a brief conversation. It will not really supply all the information you want to know about a certain topic. After listening to the conversation, you are to list two other facts which would help you make use of the information. Here is your first selection.

1. "Alice and Ron were telling me about this great new restaurant which just opened. They say the atmosphere is terrific. We should go, dear, we haven't been out for ages."

Stop the tape and list two other facts you would like to know about the restaurant.

2. "George has been telling me about this great resort where he and Helen spent their holidays. He says the scenery is fantastic. The whole area is supposed to be unpolluted. Maybe I should reserve a room for us."

Stop the tape and list two other facts you would like to know about the resort.

PART B

In Part B, you will hear a selection which has no stated conclusion. Listen to the selection; then write a suitable ending for it. Here is the first selection.

1. A friend of mine, an enthusiastic fisherman, was recently fined twenty-eight dollars for being caught with fifteen more rainbow trout than he was legally allowed. The judge asked him if he had anything to say.

   "Yes, your Honor," he said, "I'd like six copies of the court record to show my friends."

   "Why?" asked the judge.

Stop the tape and write why you think the fellow wanted six copies of the court record.

Next selection.

2. Amy felt exhausted when she got home from the office. She knew the sun lamp would make her feel warm and relaxed on a cold winter's day. An hour later, she realized you should never sit under a sun lamp after a hard day of work.

Stop the tape and state what you think happened to Amy.

PART C

In Part C, you will hear two selections which lack a conclusion. After listening to the selection, you will be given three choices for a conclusion. You are to choose the ending which best suits the given selection. Here is the first exercise.

1. The burglar took some jewellery and a portable radio. There was no sign of a forced entry. The doors, both back and front, were locked. No windows were broken. However, we found a footprint under the back bedroom window, and the window itself was not locked.

   What happened in this burglary?

   a. The burglar had a key to the house.

   b. The burglar entered and left the home through the back bedroom window.

c. Their teenage daughter had taken some jewellery and a portable radio to the beach.

2. A long, black car suddenly backed out of the driveway. In it an old man with thick glasses looked neither to the right nor the left. A worried look on his face indicated that he had a problem that concerned him more than the busy traffic on the street.

What happened next?

a. All the cars on the street stopped.

b. The driver changed gears and drove forward into the driveway again.

c. He backed into a passing car.

PART D

In Part D, you will hear a selection which lacks a specific conclusion. After listening carefully, you are to predict what will happen at the end of the selection. Here is the first exercise.

1. This happened last Friday. As you know, it was Veronica's last day of work. Everything was planned perfectly. When three o'clock came, we sent Veronica out on some useless little errand.

What do you predict happened when Veronica got back?

Here is the next selection.

2. I've always lived alone in the woods. Never had so much as a cat or a dog around. They're a darn nuisance - like having a messy kid around who can't even take his own muddy boots off. Well, this one stormy June night I saw, in a sudden flash of lightning, a pair of large eyes staring at me through the window. I thought it was a hungry lynx I knew to be in the neighborhood. Slowly I reached for my gun and my flashlight. I shone the light out the window and saw, to my surprise, a large black dog with a long red welt of a scar down his back. He was pitifully thin and his tail was wagging furiously.

What do you think the old man did?

3. Sandra noticed the man when he first came in the bank. He somehow looked different from the regular type of customer. For one thing, he wore a hat, even though it was a hot day and it was pulled down over his eyes. Also he seemed nervous and unsure and took a long time choosing which teller to approach. By the time he was at Sandra's window, and before he had pushed the note roughly across at her, she was sliding her foot towards the silent alarm button on the floor.

   What do you predict happened?

You have now completed Skills Check 2. Check your answers. Rewind the tape and replace it.

Tape 4 Side B SI IIC

SPEAKER'S INTENT

Introduction

Two conversations. Same words but spoken with different tone, manner, attitude, purpose.

1. Mother and small boy (kindly, gentle, loving, supportive.)
2. Boss and worker (sarcastic, rude, belittling, asserting power.)

Noise of hammering:

1. Well, done at last. I hope you feel good about the hard work you put into that project. It is worth every minute you spent on it. Now when do you think you're going to start the next one.
2. (same as above)

Each of those speakers spoke exactly the same words. What made the meaning totally different was the tone, attitude and the manner of the two people. This section will look at the way we can change the meaning of words by how we use them.

PART A

What we say and how we say it show how polite or impolite we are. Polite words are words like: "please", "thank you", "excuse me", "sorry". The way in which we use these words is very important. The same words can sound polite or sarcastic. There is a difference between (sarcastic) "Thank you for your help." and (genuine) "Thank you for your help."

You can often tell by people's voices and words if they are speaking in a polite or rude manner. Listen to these short excerpts and write the words that indicate if the speaker is polite. Stop the tape after each one.

1. Excuse me, could you please tell me how to find Main and Arthur Street. I would appreciate some help. I think I'm lost.
2. Sorry for the inconvenience. I wasn't aware that the price was marked incorrectly. Thank you for taking time and trouble to write. We look forward to hearing from you again.

What words show that the speaker is impolite in these next two items? Write the words on your Answer Sheet.

3. What do you mean "crazy?" You see here, you little twirp, you've got so many screws loose your head rattles.
4. Get out of my way, bud, or I'll run right over you. You sissies on bicycles don't own the road.

PART B

In Part B you will look at how words suggest a speaker's feelings. When we speak we give clues about how we feel about something. For example, if I was speaking to my baby and I said, "Hello, sport. How's daddy's big boy today?", you could tell partly from the words "sport" and "daddy's big boy", how I feel about my son. What words in the following sentences give you clues about how the speaker feels? Stop the tape after each selection and write them on the Answer Sheet. You should find at least two for each question.

1. Who wants to listen to that old geezer anyway? I wish he'd shut his big mouth and go back home.
2. What a colourful picture you painted Timmy, dear! I'd be happy to hang it on my wall.
3. Did anyone every tell you you're a dingbat! If there's anything that tries my patience, it's a dumb dame!
4. What a car! I never saw anything as sleek and shiny. And powerful! Wow - smooth and fast!

PART C

In Part C you will be listening for the real message behind a speaker's words. We can sometimes tell, by what people say, what they expect us to do. Even if they don't tell us in so many words, the message is loud and clear. For example, if you are sitting on my sofa with your feet up, and I am in the kitchen doing dishes and I say in a complaining tone, "There is nothing in the world that I hate more than doing dishes. It takes so much time.", the message is pretty clear. I expect you to come and help with the dishes.

Listen to these three messages for tone of voice and manner of speaking. Decide what the speaker expects you to do and write this on your Answer Sheet. Stop the tape each time you write.

1. I'm tired of you always being late. Tonight I'm leaving in plenty of time to get to the hockey game, even if I have to go myself.
2. You always drive too fast. I guess I should be used to it. Where's the other half of my seat belt?
3. I'm always so tired when I come home from work. I never seem to have any ideas of what to make for supper. I wish I had a maid to cook the meals once in a while.

PART D

In the next part of the Skills Inventory, Part D, you will be listening for the speaker's attitude to the listener and his topic. Feelings and attitudes show in what we say and how we say it. You can tell how a person feels about a subject by listening closely for clues about attitudes. For example, if I say (fervently), "They deserve each other." (sarcastically) "They deserve each other." (angrily) "They deserve each other.", I convey different feelings.

My tone of voice, as well as what I say, tells you how I feel. Listen to what these people say. Write a brief sentence describing how they feel about their subjects, the person they are speaking about and the person being spoken to. The questions at the end of each selection will guide you.

1. I guess it is just one of those lessons you have to learn, son. Some people like to pick on others who are smaller and weaker than they are. That older boy was trying to make himself feel important and tough. You shouldn't be mad at him; you should feel sorry for him; he's a foolish, unhappy boy. He doesn't understand that it takes more courage and strength to be gentle than it does to make a small boy cry.

   a. How does the man feel about courage?

   b. How does the man feel about his son?

c. What does the man feel about bullies?

Stop the tape while you write.

2. The topic of 'working mothers' really makes me boil. It is rude of Gladys to talk down about working mothers at coffee break when she knows that several of us have families. She is narrow-minded in her thinking. She should see that some of us who work do a good job of managing home and family. Alice and Debbie have to work; they are the only source of support for their families. My opinion is that each person has to make her own decision according to her own and her family's needs. I wouldn't dream of being so rude as to ask Gladys why she never married. I hope she will be more tolerant with her comments in the future.

   a. How does the speaker feel about working mothers?

   b. How does the speaker feel about Gladys?

   Stop the tape while you write.

PART E

In Part E you will be asked to listen for the purpose of the speaker's message. You hear messages each day. It may be a phone message to pick up something at the store; it may be a message on the radio informing you when to come to the next Sportsman's Meeting. Each message may have more than one purpose. Some of these could be:

to inform;
to give directions;
to ask a question;
to give a warning;
to make a request.

When you hear each of the next six messages, think what the purpose of each could be. Stop the tape and write your answer after each message.

1. Ladies and gentlemen, the intermission is over. Would you please take your seats; the show will start in one minute.

2. Would you give your husband this message for me please. The bowling team will meet at 7:00 instead of 8:00.

3. There is a small boy at the Lost and Found office on the third floor. He is wearing a navy coat and red toque. Would his mother please come for him?

4. Be careful! That is a hazard warning on that label. The container will explode if you throw it in the fire.

5. This is how to feed the baby: First open a can of vegetable-meat dinner. Put it in a custard cup and set it in hot water for 5 minutes. Mash half a banana for desert. The bottle can be put in warm water while she eats; then it will be ready when you put her to bed.

6. There are several things I need to know before I can drive your car. Is it standard or automatic? Does it have power brakes and power steering? Is it in good running order?

Tapescript
L-II-C
Skills Check 1

Tape 13 Side A SC1 IIC

SPEAKER'S INTENT

PART A

The Skills Check will be similar in format to the Skills Inventory. In Part A you will hear two polite and two impolite speakers. After each one, stop the tape and write the words which indicate if the speaker is talking in a polite or impolite manner.

1. Why certainly, I'd be glad to show you where his office is. Follow me, please. Be careful when you go down this step. A lot of people trip on it.
2. Would you sign your name here, please, sir? That will be fine, thank you. Is there anything else we can do to help you? All right, then. Good afternoon.
3. So what if you've got a headache? I've got one, too. Or maybe it's just a pain in the neck. Get it, dodo?
4. All right, buster, who do you think you are? No little runt like you is going to tell me how to behave. Get me?

PART B

In Part B you will pick out words that suggest a speaker's feelings. In these next five sentences, write the words which give you a clue as to how the speaker feels about the subject of the sentence. Stop the tape each time you write.

1. Today I have to buy a new hinge for that stupid kitchen door. Then I have to look around for a new lock for the damned thing.
2. That's a really terrific idea, Jim. We could get superb results if the process really works.

3. Why should I have to do that blasted typing? There's enough accounting work for me to do without that boring junk.

4. I hate working on this machine! It's such a boring job.

5. I really appreciate your letting me have the day off, Mr. Forbes. You're a great boss.

PART C

In Part C, listen for the real message behind a speaker's words. Listen for the speaker's tone of voice and manner of speaking. They will help you decide what the speaker expects you to do. Stop the tape after each of the three speakers and write on the Answer Sheet what you think the speaker expects you to do.

1. Don't hurry on that job, Steve. (sarcastic tone). I mean, after all we have three whole hours to get it done. I know it's a five hour job, usually, for you, but it'll be finished sometime, I'm sure.

2. Are you positively sure that the invoice isn't in that file. I was looking through there yesterday, and I distinctly recall seeing it there.

3. Sure, go to the horse races tonight. I don't mind staying at home after you promised to take me out to dinner and a movie. Why, it's only been three weeks since we went out of the house together. I'll call the babysitter and cancel her for tonight, and then I'll stay home and have a quiet time with the three kids.

PART D

In Part D of the Skills Check, listen for the speaker's attitude to the listener and his topic. After you hear what each of these speakers say, write a brief description of how they feel about the topic, the person they are speaking to, and the person they are speaking about. The questions on the Answer Sheet will guide you.

1. (Woman's voice). Oh, I'm sure you wouldn't understand if I tried to explain my job to you. It's very important. I work closely with Mr. Elliot, who is the leading man in the field right now. It's very complicated to try and explain to someone who knows nothing about the work.

    a. How does the speaker feel about her job?

    b. How does she feel about the listener?

2. I was really disappointed in our sales staff this month. Our sales record fell far below our quota. The market should be good at this time of year, but all the other salesmen made a poor showing. You were the only exception. Your sales were well up over your last year's figures. Too bad Phil and Dave couldn't do as well.

    a. How does the speaker feel about the sales record?

    b. How does he feel about the listener?

    c. How does he feel about Phil and Dave?

PART E

Part E is the final part of the Skills Check 1. When you hear the five messages think what the purpose of each could be. Stop the tape and write your answer after each message. The list of purposes can be found on the Answer Sheet. When you have finished, check your own answers.

1. I know you're awfully busy this afternoon, but remember last week when I told you about the new order coming in? You said you'd help sort it out when it got here. Well, it's here.

2. What is the address of that pipefitting company in Winnipeg?

3. After you finish that job, I want you to drive over to the wholesale supply depot with me.

4. This afternoon we'll be having our staff meeting at 3 p.m. Jerry Thompson from Three Rivers will be here, talking about the production changes at the plant there.

5. Don't ever go out on that catwalk without your safety belt on. If the boss ever saw you, you'd be fired on the spot.

Rewind the tape and replace it.

Tape 13 Side B SC2 IIC

SPEAKER'S INTENT

PART A

This Skills Check 2 is similar in format to Skills Check 1. In Part A, listen to four short excerpts, and write the words that indicate if the speaker is polite or impolite. Stop the tape each time you write.

1. "I wonder if you would help me, please? I'm looking for Mr. Brent Walters. He's down that way? Thanks a lot."
2. "Please come this way, sir. We'll be happy to arrange your return air reservations for you."
3. "Give me that wrench, stupid. If you can't do it faster, I will. Get over to the machine shed and turn on that generator, if you think you can manage it."
4. "Get lost! Do you think I have time to answer all your stupid questions? Just do what I told you and quit bugging me."

PART B

In Part B, listen for the words that tell you how the speaker feels. Stop the tape after each sentence and write two of the words.

1. When I heard what he was saying, I just saw red. I blew up.
2. Isn't it a lovely day today? I always enjoy Fridays before a long weekend.
3. What difference does it make whether we clean those windows or not? Who's going to notice, anyhow? Nobody pays any attention to that area.
4. "I've just got a terrific new job in Calgary. I'm really happy about it."

5. That new supply form confuses me. I don't understand how it is supposed to be filled out.

6. I don't care if I do get fired! I have to leave early today no matter what.

PART C

In Part C listen for tone of voice and manner of speaking to help you decide what the speaker expects you to do. Write what the speaker wants you to do on your Answer Sheet.

1. Don't touch that button! If you push it in, it locks all the files into the cabinet. Shirley is the only person who knows where the key is, and she's on holidays!

2. Nobody has to come to the meeting tonight. It's up to you. However, don't come complaining to me if you don't like the decisions we make.

3. I don't care when you come to pick me up. The movie begins at nine. I'll be leaving here, with or without you, in time to get to the movie when it starts.

4. It is up to you how you drive. I happen to know that usually on this road there are police cars and radar traps nearly every day.

PART D

In Part D listen for the speaker's attitude to the listener and his topic. The tone of voice as well as the words of the speaker will help you. After you hear what each of these speakers say, write a brief description of how they feel about the topic, the person they are speaking to, and the person they are speaking about. The questions on the Answer Sheet will guide you.

1. If you think it should be done that way, go ahead. But last time we tried doing it that way, it took a lot longer, because you have to fit the pieces together completely before you go into the next stage. And don't expect to get paid overtime when it doesn't work out, and you don't get finished.

2. Sure, I'll do you the favor. I know you're in a rough spot right now, and I'm not busy. I wish I were right now, because you know how much I enjoy making forms. (sarcastic tone). But it has to be done, and I know you're in a spot. But of course, I get to work with Harvey. (very sarcastic). Lucky me! Why, Harvey and I will have a ball. You know how well we get along.

PART E

Part E is the final part of the Skills Check 2. When you hear the five messages, think what the purpose of each could be. Stop the tape and write your answer after each message. The list of purposes can be found on the Answer Sheet. When you have finished, check your own answers.

1. All those people who are applying for work in the new Frontage Avenue store, please go into room 635, down the hall to your right.

2. I wonder if you could tell me the name of that company again. I have to phone them before I can sign for the order.

3. Attention please! Would whoever found the watch with the gold band and turned it in please come to the office and leave his name?

4. There is some road work going on ahead. Please reduce your speed. Drive carefully.

5. Ladies and gentlemen, your baggage has been inspected and you may now leave the customs area. Thank you for your co-operation.

Tape 5 Side A SI IIIA

FACT AND OPINION

INTRODUCTION

[Audience noises]

Moderator: Next question, please.

Lady: I'd like to ask the candidates their position on controlling population.

Candidate #1: I think the concern for overpopulation has been terribly exaggerated. Anyone who has ever travelled across our country knows how much room we have. Technology has solved all our problems; there is no reason to believe that things should change. We need more people to increase our production. All those people who are crying about overpopulation are the kind of people who have to have something to worry about.

Candidate #2: The concept of thinking of the earth as a spaceship is a useful one because it helps us to think of the world's resources as limited. The amounts of iron, aluminum, gas, coal, gold, copper and other resources are not renewable. We only have what the earth holds. The latest United Nations figures on this year's production show that because of drought and crop failure, there are shortages in some of the major crops. A report last week said that there are severe shortages in the World Food Bank. A third of the world's population is undernourished. These are all things we should consider when we talk about controlling population.

Sorting out facts from opinions is important in good listening. Often when speakers want you to believe them, they speak as if opinions were facts. You will have some practice on this tape telling the difference. You will have no difficulty if you remember that a fact is a piece of information that is true and can be shown to be true or verified. A statement that cannot be proven, or predicts an event, is an opinion. Key words to remember that signal an opinion are: "I think", "I believe", "everyone". One of the problems people run into with opinions is distinguishing between what is fact and what you believe to be true, which, of course, will likely be an opinion. For example: "Everyone is afraid of death" is really an opinion, but "Everyone dies sooner or later" is a fact.

We tend to believe too much of what we hear. Authors like to express their own ideas about things, and they try to make them seem as believable as possible. A speaker sounds impressive if he says: "Authorities tell us that hair should only be washed once a week." What really may have been closer to a fact is that "a prominent hair dresser believes that most hair should only be washed once a week." Keep this in mind when you hear advertising because many ads try to appear to be factual. Try to separate which ads try to appeal to us on the basis of facts and which are really opinions.

PART A

Write "F" for "fact" or "O" for "opinion" on your Answer Sheet after you hear each of the statements. Do not stop the tape each time. There will be a pause after each. Here is one example:

1. "Last year more Cougar snowmobiles were sold than any other kind. They must be great!"

You have to be careful. They are encouraging people to believe their snowmobile is great, not because of any merits of the machine, but because more were sold. Therefore, this statement is "O". Here are some more statements. Write "F" for fact and "O" for opinion for each.

2. Women who care about their skin use turtle oil moisturizer.
3. To be truly a man of fashion, do what the best dressed men in town do, shop at McGreggors!

4. I think it's going to snow.
5. The weather report says that snow is on the way.
6. Dogs and cats are popular pets.
7. Dogs are friendlier than cats.
8. Everyone who tries Sweet-Clean toothpaste loves it. So will you!
9. An independent survey showed that 9 out of 10 people who have tried Sweet-Clean toothpaste like the taste.
10. Life is easier today than it ever was.
11. Today we have more kinds of machines to do our work than our grandfather had.

PART B

Part B is concerned with separating facts from opinions in a longer selection. If you take one statement at a time, it isn't too difficult after a while to separate fact from opinion. It is much more difficult to sort the opinions out of a selection that may have both. Listen to these two paragraphs. After each, write down two of the three opinions you heard.

1. Doctors have been warning us for years that being overweight is a serious health hazard. Most overweight people are unhappy people. Inside every fat person is a thin person trying to get out. If you are overweight, perhaps you should see your doctor. There are many sensible diet plans available. Start to diet and you're sure to lose weight!
2. According to reports from retailers, the sale of artificial Christmas trees is increasing. I think this is a good thing. After all, the number of trees in the world is decreasing. People have no right to be so wasteful just for a holiday decoration. It might be a good idea this Christmas to consider using an artificial tree.

PART C

In Part C, the exercises deal with finding facts that back up a speaker's opinion. Listen to this example:

> In my opinion this could be the winter for extra sweaters and long underwear. Every day there are news reports which back up my prediction. The Energy Minister has already called on Canadians to voluntarily reduce energy consumption. The reduction of oil production in the Arab countries has resulted in some shortages in Canada's fuel supply. So far, all the new developments in the search for new types of energy have not produced a practical source of power that is available for Canadians now. So for the rest of what already has been a unusually cold winter, we have to turn down our thermostats and bring out the old "woolies".

What the speaker has done here is express the opinion that this could be the winter for long underwear and extra sweaters. He backs up his opinion with facts about the energy crisis:

a. Canadians have already been asked to exercise voluntary restraints.

b. There is a shortage in our supply due to the reduction in Arab production of oil.

c. There are no practical energy sources to replace oil.

d. It has been an unusually cold winter.

All this made the speaker's opinion very solid because he backed it up with facts. Listen to the opinions of the next two speakers. They back their ideas up with facts. On the Answer Sheet list two of the facts that support each of the speaker's opinions. The opinion is usually expressed in the first sentence.

1. The energy shortage may be good for Canadians in some ways. If the price of fuel jumps, and Canadians no longer take their cars to the corner store, maybe they may use their legs a little more. Doctors

have been telling us that we are in poor shape compared to Europeans who get more exercise than we do. Perhaps now we will use our bicycles to get us around. If we use our legs and our bicycles as a source of transportation, it will improve our health and help keep some of the cars off the road. Both of these should be seen as benefits.

2. In my opinion, most Canadian homeowners can cut their heating bills by 25%. According to a government engineer, the most important area is loss of heat because of poor insulation. In the days when fuel was cheap, homes had minimal insulation. Now the reverse is true and an investment of $300.00 in insulation may be recovered in a few years, due to savings on the fuel bill. Tight storm windows and doors will prevent heat loss. Another way to cut down the fuel bill is to turn the thermostat down to 20° C. or lower at night, and to try to get used to a cooler house during the day. If a homeowner tries these ways to save fuel, most Canadians can cut their fuel bills by a substantial amount.

PART D

In Part D, you will listen to several people give their opinion on one subject. Not all opinions are bad; some opinions are well thought out or based on fact. The most difficult part of trying to choose the most acceptable opinion is to try not to let your own prejudices get in the way. Try to pick the speaker who seemed the most fair in his opinions and not the one who agreed with how you felt. Listen to several people give their opinion on one subject, and decide which of the speakers' opinions you think are the most acceptable. The first three speeches are about "teenagers" and the next three about "renting or buying a house". Write a few sentences telling which speaker's views in each group you chose and why.

1. a. Teenagers? Sure I like them. I like to see kids kick up their heels and show a little spunk. Parents and police should leave kids alone more. Quit bugging them. Everyone has to sow his wild oats; it helps young people to settle down when they grow up.

   b. I think teenagers have changed in some ways from when I was a boy. I have two teenage sons and when they get together with their friends, it is interesting to hear their opinions. They seem to know more about the world than I remember knowing at their age. I guess television has a lot to do with that. They don't seem to be as security-minded as I was as a youth. Many of them take a year off school or work to hitchhike across Canada or Europe. I won't say I know a lot about teenagers, but I am very interested in what they have to say.

c. Adolescence is something I know all about. You don't teach high school for twenty years without knowing about children. Too many people forget that they are "children". They expect too much from them. If you treat teenagers like adults, you're in for lots of grief. They just aren't capable of handling responsibility.

Stop the tape and write your answer on the Answer Sheet.

2. a. There have been many lively discussions lately about the merits of buying a house or renting an apartment. Most of the arguments for and against have some sound thinking behind them and I don't disagree with what they have to say. What troubles me most is that people may not really have a choice. If they live in a large crowded city where land is scarce, renting an apartment may be the only practical choice. Housing and renting costs vary widely from place to place. What all of us should be interested in is housing reform, so that there will be adequate living quarters for everyone.

b. People should avoid buying a house in this day and age. Soon there won't be land for houses. Besides, when you own a house there are so many hidden costs; it just isn't worth it. Repairs every year, taxes, insurance - on and on it goes. There never seems to be any end. We sold our house last year, and it was the best thing we ever did. Living in an apartment means more time and money to do what you want.

c. I think living in an apartment when you have children is criminal. Children need space and need to make noise. Every child needs a garden and a yard with a swing and a sandbox. No child can grow up happy and healthy without a house he remembers as home.

Stop the tape and tell which speaker's opinion you would choose and why. This is the end of the tape. When you finish, take your Answer Sheet to your instructor to mark. Rewind the tape and replace it.

Tape 14 Side A SC1 IIIA

FACT AND OPINION

The Skills Check for Fact and Opinion will be similar in format to the Skills Inventory.

PART A

In Part A, listen to these ten statements. Some are facts, some are opinions. As you listen to them, write "F" for fact or "O" for opinion beside the numbers on the Answer Sheet. You will not need to stop the tape.

1. Sure-Sweet sugar is the finest sugar of its type on the market.
2. The price of sugar has risen sharply in the past year.
3. Ice cream and strawberries is the best dessert you can make.
4. The temperature according to this thermometer is 22° C.
5. Racquel Taylor is the best-looking woman alive.
6. I ate four apples today.
7. Four apples are too many for one person to eat.
8. The price of apples is 10¢ a pound more than it was last year at this time.
9. Why, that's the prettiest dress I ever saw.
10. That machine, when it's on high, runs at 3500 revolutions per minute.

PART B

The paragraphs in Part B contain some facts and some opinions. Listen to each one, then turn off your tape and check the opinions on the list on your Answer Sheet that correspond with the ones you heard the speaker express.

1. Don't try to tell me how hard up our farmers are. I know too many of them who go to Florida for the winter. Sure, you hear them complain all the time, but that's their normal style of conversation. There aren't any poor farmers around. And don't tell me how hard they work, either. They work hard for three or four months in the summer, but the rest of the year, they just sit around and relax. I work hard myself, but I have to go at it all year round. No winters off for me.

2. The latest problem that has everyone excited is the energy crisis. Radio, TV, the newspapers - that's all they ever talk about. But what's the big problem? Here in Canada, we've got lots of fuel to handle our needs. I read that we have enough gas and oil to last for a hundred years. It won't be long anyway before they develop new ways to get energy. I'll bet that within fifty years, we'll all be using solar energy to heat our homes and fuel our cars.

PART C

Part C exercises test your ability to listen for the facts that back up a speaker's opinion. You should hear at least three facts. Write two of them on your Answer Sheet. The opinion is the first sentence in the paragraph.

1. Almost everyone in Canada is aware of the new law about impaired driving. There were ads in all the major newspapers and magazines. The national news carried several stories on it. And there have been ads on the radio and TV, too. They've had the ad on during the hockey games on TV, and the hockey games have the biggest audience in the country, according to a TV poll.

2. Children need not be exposed to violence on television. There are plenty of other programs for youngsters to watch. There is Sesame Street for young children. A program need not be educational to be suitable for young people. There are nature programs being produced for television. Some cartoon shows provide innocent fun. And haven't you noticed that most of the tired-out situation comedies seem geared to a five-year old? As long as a parent maintains control of the television set, he or she can find non-violent programs for children to enjoy.

PART D

In Part D, you will listen to several people give their opinion on one subject. Decide which of the speakers' opinions you think are the most acceptable. Try to pick the speaker who seemed the most fair in his opinions and not the one who agreed with how you felt. The first three speeches are about "Mr. Birnie" and the next three about "smoking".

L-III-A

Write a few sentences telling which speaker's views you chose in each group and why.

Which of these speakers seems to know Mr. Birnie best? Why?

1. Edna: Mr. Birnie? I don't know the man, but he is probably a very nice person. His office is always neat and tidy when I go in to clean up. Never any mess on his desk. He doesn't smoke, either. Some of those guys leave a real pig sty at night. But not him. Mr. Birnie always leaves a $5.00 tip every Christmas Eve, too. A fine person.

Louise: That Mr. Birnie, he's real good looking. He's a sharp dresser, too. When he gets in my elevator, he always is wearing an attractive suit. And, he smells good. Some of those guys get in an elevator and reek of cigars, but not Mr. Birnie. He's clean smelling, neat, and pleasant - always smiles and says "good-morning" to me.

Sandra: Mr. Birnie? I've been his private secretary for six years. All I can say is, it's a good thing the pay is high. That man is a real pain. On the surface he's all smiles and good looks. Underneath, he's grumpy and evil-minded. He can't remember anything for himself. I even have to remind him to tip the cleaning lady at Christmas. Sure, he's handsome and well-dressed. Nature took care of his looks, and I choose his suits. Believe me, I earn my big salary.

Which of the following speakers' opinions would you be likely to find most acceptable? Why?

2. Lorretta: Smoking? Sure, I smoke. I don't smoke a lot, maybe three-quarters of a pack a day. I've been smoking for a year now, and it hasn't bothered me any. If I enjoy it, where's the harm? It isn't anyone else's business if I smoke or not.

Therese: I wish all those people who want to destroy themselves would do it at home. There is nothing more irritating than to have to tolerate the fumes and the mess of a smoker. I think smoking should be made illegal. People should be put in jail for smoking tobacco, just as they are for smoking other harmful addictive drugs.

Pearl: I would recommend that everyone quit smoking. I know how hard it is to stop. I used to smoke a pack a day, and I thought I couldn't survive without a cigarette. But when

> that doctor told me either the cigarettes must go or I would in time, I decided to quit. My health has improved; I find I get tired less quickly, and have little trouble with short breath after exercise. I'm glad I stopped, and I hope all you other smokers can make the effort, too.

This is the last exercise in the Skills Check 1. When you finish writing your answer, correct your answers from the Answer Key. Rewind the tape and replace it.

Tape 14 Side B SC2 IIIA

FACT AND OPINION

This Skills Check 2 is similar to Skills Check 1.

PART A

In Part A, listen to the statements and then write "F" for fact or "O" for opinion for each. There will be a pause after each statement to allow you to write.

1. Children need eight hours of sleep every night.
2. Several doctors reported that the amount of sleep the average six year old needs varies widely from child to child.
3. The best team won the hockey game.
4. My favourite team won the hockey game.
5. There was a record crowd at the hockey game.
6. I have never seen so many people at a hockey game.
7. Driving on the ice is dangerous.
8. Tests have shown that ice should be at least 10 inches thick before you drive a car on it.
9. My brother got a promotion at work because his boss said he was the most reliable mechanic on the staff.
10. My brother is a better mechanic than the men he works with.
11. To ensure safe driving this winter, your local safety council recommends that you use winter tires.
12. If you don't want to have an accident this winter, buy our all new, safe, tough, winter tires.

PART B

Part B tests your ability to separate facts from opinions in a paragraph which has both. After hearing each paragraph, write down two of the opinions you heard.

1. How far is the next gas station?

   Well, young fella, you're really in a pickle. On an isolated road like this, you should have extra gas in your trunk. The next town is over 80 miles and you have to drive halfway there before you find food or gas. Tell you what I'll do. I'll give you my extra gas. Don't want any money for it. You just do the same for some person some day. What are you doing out here all alone, anyway? Not a safe thing to do in this kind of weather.

2. You know, all the guys at the plant are talking about Millie Jones. She's the girl who got the job in accounting. It's common knowledge that she only got the job because she's been going out with Tim Howell. Some people say she's quite good looking, but I think she has very poor taste in clothes.

PART C

In Part C, the exercises deal with finding facts to back up a speaker's opinion. List two of the facts that support each of these speaker's opinions. The opinion is expressed in the first sentence.

1. There's no use buying that refrigerator, because it will never fit upstairs. Yes, I know it would be lovely to have, but it is just too wide for the staircase up to the apartment. It would be all right, except for going around that corner on the landing. You know how difficult it was to get the sofa up there, and the bed. Well, this refrigerator is wider than either of those, and weighs five times as much. It's just impossible.

2. I don't think that new man is going to do very well here. I was working near him yesterday, and he didn't have any idea what he was doing. He's been here a week now, and he still can't handle the machine alone. I showed him again yesterday, but he was still having trouble. Not only is he not very competent, he is late for work. He was ten minutes late today and was late a couple other times already. He can't get along with people, either. He got into a fight at lunchtime today. No, his future here doesn't look promising.

PART D

In Part D, you will listen to several people give their opinions on one subject. Not all opinions are bad; some opinions are well thought out or based on fact. The most difficult part of trying to choose the most acceptable opinion is to try not to let your own prejudices get in the way. Try to pick the speaker who seemed the most fair in his opinions and not the one who agreed with how you felt. Now listen to these people give their opinion on one subject.

Which one of the following speakers' opinions would you be likely to find most reliable? Why?

1. Suzanne: You want to buy a cuckoo-clock for your parents' anniversary? A cuckoo-clock? Who ever heard of anything more absurd? Why on earth would they want a cuckoo-clock? To remind them of you, maybe?

   Faye: A cuckoo-clock for their anniversay? Hey, why didn't I think of that? I know they've both wanted one for a long time. They like that one that Aunt Gladys has so much. It'll look really good in the corner near the dining room table. What a smart idea!

   Doris: So you're going to buy a cuckoo-clock for your parents. I don't think that's especially appropriate. It is their silver wedding anniversary, isn't it? Why don't you get them a lovely silver tea service? I've got several here on sale. They'd like one, I'll bet.

Which one of the following people's opinions would you probably find most reliable? Why?

2. Pete: It never fails. Hire some young punk fresh out of school and he'll be sure to come up with a hare-brained scheme to change the way everything is done. These new methods never work. I've been doing things the same way for a long time, and we always get our work done.

   Joe: I don't really know much about the operation of this plant, but back at our other place, we tried a new method and it just didn't work. I never could figure out why. But I wouldn't want to waste time trying a new way that might not be any improvement at all.

   Hank: The new method should work here. That young fellow who developed it was a top scholar at Tech school, and he worked here for two summers, so he understands our setup. I've studied the results of similar methods in other plants like ours, and they had a lot of success. Besides, the new way could almost double production, with very little expense beyond the time spent to rearrange our staff assignments and train a couple of technicians.

This is the last question in the Skills Check 2. When you have finished, mark your own answers. Rewind the tape and replace it.

Tape 5 Side B SI IIIB

ASSESSING SPEAKER AND CONTENT

Introduction

While you have been working on listening, you have been becoming a more discriminating listener. You have learned various ways to evaluate what you hear. In the following exercises, you will be using check lists to evaluate a speaker, his manner of delivery, and his content. The check lists use many of the skills you have worked with over the last little while. The check list for Part A will deal with the speaker's attitude. Each of the items on the check list are explained on this tape. Before hearing the explanation for each of the items, turn off the tape and read through the check list.

Here are examples of speakers which use each of the items on the check list. All of the examples involve mothers-in-law. Listen to each example carefully.

1. Is the speaker sarcastic? (spoken sarcastically)
   Your mother-in-law is coming to visit. Oh, I'm so delighted.

2. Is the speaker nervous?
   Your mother's coming? When? I've never met her. What shall I wear? Do you think she'll like me? I wonder why she's coming after all these years. She never wanted to meet me before.

3. Is the speaker over-eager? (gushing)
   I want to tell you how wonderful mothers-in-law are! They are the most misunderstood persons! If everyone would only give his mother-in-law a chance, I'm sure he would learn to love her as much as I love mine.

4. Does the speaker seem insincere? (spoken in a phoney manner)
   Well, my dear, you have the sweetest, dearest, mother-in-law. Her little hang-ups are so cute. The way she fusses over her plants just tickles me. And her pet parrot is just a darling.

5. Does the speaker seem uncertain about this subject?
   (aside) Are we ready? Should I start now? (Pause) Ladies and uh, gentlemen, uh, I have been asked tonight to give a toast to mothers-in-law. (nervous laugh) Let's see what can I say about mothers-in-law ... All married people have one. (pause) Even me.

6. Does the speaker seem to talk (condescending) down to you?
   How could you know about mothers-in-law? You're much too young! You couldn't know the problems you're in for. I'm sure it wouldn't bother you, anyway.

7. Does the speaker boast?
   I'd like you all to know that I have the finest mother-in-law in the world. Of course, maybe it has something to do with the fact that I treat her so well. Just my good nature, I guess!

8. Does the speaker lack enthusiasm? (audience sounds)
   It pleases me to be asked to speak about mothers-in-law tonight. Before coming I searched my book of quotations for something appropriate to say on the subject. I couldn't find anything that was kind enough so if you'll forgive me for doctoring an old Jewish proverb, I'll just say: ."God couldn't be everywhere, so he made mothers-in-law". (laughter)

9/10. The next speaker will demonstrate a pleasant and relaxed attitude as he interests the audience in his topic.
   Seriously, the topic tonight is dear to my heart. I have been studying my own mother-in-law for twenty years now. I'm sure all of you have reactions to this loaded word mother-in-law. Think for awhile if you will, about the kindest thing your mother-in-law ever did. We are going to share these experiences later. I'll tell you my story first. Bessie is a unique combination of patience, love and (fade out) ...

PART A

Now you are ready to begin the exercise. You will hear two lengthy speeches. For each speech, you should judge the speaker's attitude by checking "yes" or "no" for each of the items on the check list. You should try to complete the check list after hearing the entire selection; otherwise, you may miss something. Here is the first speech, by a veterinarian.

1. I am going to propose tonight a point of view that many of you may disagree with. I hope by the end of my talk I will have changed your mind. If I haven't, I will welcome your questions and your challenges at the end of the evening.

I treated two small puppies tonight - one for shock, the other for a broken leg. The incidents weren't related, but they did have a common cause: abuse by a child. Not intentional abuse - but abuse nevertheless. One puppy had been left alone in the basement with a two-year old and a four-year old. It is suffering from shock. I don't know the extent of the damages yet. The parents aren't at all sure what could have happened. The other case is one where a pup's leg was broken when a small child picked up their new family pet by its hind leg. Maybe it would be more accurate to put the blame on the parents for carelessly entrusting one baby to another. A pet is essentially a baby and requires all the care and security a human baby needs - adequate sleep, regular feeding, physical affection, a warm dry place to sleep, and someone to play with for short periods of a day.

It is my careful and studied opinion, based on my twelve years' practice as a veterinarian, that children under the age of eight should not be given small animals as pets. I know many of you will think my position is extreme; you wouldn't if you had seen as many injured animals as I have. Animals injured not through malicious intent of their owners, but through neglect and lack of awareness. Nobody would think of leaving a four-year old to care for a human baby. For the same reasons, I suggest a young animal should not be left in the care of a child. A child does not have the knowledge, patience or understanding to cope with the needs of a pet.

Parents often give what they consider to be noble reasons for buying a pet for their children. They say they are going to teach the child responsibility by having him feed and care for the pet regularly. Somehow this rarely works out and mother ends up with the job. A child is not ready for a pet until he or she can assume the full responsibility for its care and well-being. Both the pet and the child will be better off. I am the only one who will suffer.

Stop the tape and complete the check list.

2. Here is your second selection about "Marriage".

I'm not getting married. If you're like everyone else, my remark makes you want to know why not. A lot of women I know seem to take it as a personal insult when I tell them I've no matrimonial plans. Misery loves company, they say, and as a bachelor, I guess I'm poor company for the miserably married. To admit that you're a happy bachelor has the same effect as waving a red flag in front of a bull, except in this case it's the cows that get agitated.

I probably would get married, I suppose, if I could only find a logical reason to do so. Ah, you say, a pretty woman will change your mind. But there's nothing logical about a pretty woman. Others express the same idea by saying that I'm obviously waiting for the 'right girl' to come along. I'm not waiting at all for such a person. The right girl has come along many times - that's what's so confusing. There are so many 'right' - how can I - why should I - choose? None has ever seemed any righter than another, and I've ceased to expect a super wife.

Let's look at the reasons why most men marry. If I can make those reasons my reasons, then perhaps I'll admit to my error.

One reason that many men marry is to get someone to do their laundry. Young men who've left home often get married for this reason, I believe. They wake up some morning at seven o'clock, and discover that they have no clean socks. Since mother is no longer available, they settle for the next best thing, and marry. They never realize how much cheaper a washing machine would be.

The logic is similar for those men who can't cook. The old saying that the way to a man's heart is through his stomach contains more truth than many would admit.

Fortunately, I myself learned to operate a washing machine while I was still a child, which prevented me from being put through the marital wringer later on. Though I am not a gourmet cook, I've never encountered a recipe I couldn't cope with. I can't say so much for the women I've encountered. Most of them can't do a darn thing right.

Men sometimes marry for companionship. At the age of 22 a man looks ahead and sees middle age creeping up on him. Panic rises in his chest. He must have someone to cling to in the lonely hours of old age. So he takes a wife.

On my part, if I am incapable of attracting friends when I'm old, I don't see any advantage in having bound another person to my side. Forty years of living with me will not have made me more pleasant. Besides, I hate having someone else open my letters.

There: I seem to have exhausted all the arguments in favour of marriage. Not one of them applies to me. I'm sure you understand now why I've never been trapped. Besides, I think too highly of the women I like to ever marry them.

Stop the tape and complete the check list.

PART B

You have now completed Part A. In Part B, you will be using a check list to judge a speaker. Each of the five items on the check list is explained on this tape. Before hearing the explanation for each of the items, turn off the tape and read through the check list.

Listen to these examples before you do the exercise.

1. In this example, the speaker will reveal his prejudice or his strong feeling against teenage drivers.

    "I don't have anything against teenagers in the home, but they should be kept off the road. Those kids are always in my way and I just can't see why people allow teenagers to handle the steering wheel of a car."

2. The next speaker will show that he is not qualified to speak on the subject.

    "Why don't you go see the movie Superspy? I saw it last night and it's really exciting. I honestly think you should go see it. The acting was just superb and I know you'll enjoy the suspense."

3. This speaker will show that he is not up-to-date and well informed.

    "I've been a doctor for 30 years so I know what I'm talking about. This patient does not have a broken leg! You and your new fangled ideas. I tell you this patient doesn't need those ridiculous X-rays."

4. In this example, the speaker will contradict himself. He will say one thing but actually mean something different.

    "I'm always a real hit with the women. They just seem to fall all over me. None of the girls at the office will go out with me but they all have poor taste, anyway."

5. Propaganda is a means by which the public is led to believe something which may not be completely true. For example, listen to this advertisement.

> "Alpha - not just another pretty car. It's like a beautiful woman - lovely to look at. Drive an Alpha and you'll never drive another car."

This statement is not completely true. Most people will drive another car in their lifetime. Now you are ready to begin the exercises in Part B.

1. In the next two selections, check if the speaker reveals his prejudice. Ask yourself if he has strong feelings against something or some group of people.

> "Are you kidding? Did you say the boss recommended Sarah as foreman? That's a man's job! These women want to take over the whole working world."

Check your answer.

> "Congratulations, Jeannie. It's good to see you've been promoted to the position of vice-president of the firm. I'll try to give you all the help I can."

Check your answer.

2. In the next two selections, you are to check if the speaker is qualified to speak on the subject. Ask yourself if the speaker is a reliable source.

> "Well, of course I'm just new here, but I think Mrs. Ryerson is doing that contract all wrong. I worked at Hall, Baker and Backstrom for three months, and sometimes I typed contracts for them. I certainly didn't do it the way Mrs. Ryerson is doing it. Oh, by the way, how do you change the ribbon on this typewriter?"

Check your answer.

"I've been teaching for twenty years now, and I've never stopped learning from my students. I think that is the secret for keeping in touch with young people. I never see them as empty cups to be filled with knowledge but as people, perhaps lacking in a great deal of experience, but still having something worthwhile to contribute."

3. For the next two selections, you should ask yourself if the speaker is up-to-date and well informed on his subject.

"Yes, I know I've only been a dentist for 4 years. However, I'm telling you, Mrs. Hallman, that tooth is beyond repair and should be pulled. It could spread infection to your gums."

Check your answer.

"Listen here, kid brother. I know you've been wondering why Mom's stomach keeps getting bigger and bigger. Well, do you remember all that watermelon we ate last summer? I guess Mom accidentally swallowed a few of the seeds and now they're growing inside her."

Check your answer.

4. In the next two selections, you should ask yourself if the speaker contradicts himself. That is, does he say one thing but actually mean something different?

"I don't care what you say. I'm no party-pooper. It's just that I like to be in bed at 11:30 every night. Otherwise, I can't get up the next morning."

Check your answer.

"I tell you I never get cranky. It's just that I can't stand you wandering around the house in your housecoat and rollers. And those kids are driving me crazy! Can't you tell them to play quietly?"

Check your answer.

5. In the next two selections, you will be looking for propaganda devices. A speaker may try to make you believe something which is not completely true.

"Mrs. Jones, an average housewife from Smeedon, Quebec, has used Clean-Right Laundry Soap for twenty years. She has twelve children. If it works for her, it'll work great for you."

Check your answer.

"Everyone knows that millions of square miles of our forest land are lost every year through fires. Many of these fires begin from campfires which have not been extinguished properly. Protect our forests; be sure your campfire is extinguished properly before you leave."

PART C

You have now completed Part B. In Part C, you will be judging a speaker's content. Before you hear the two selections, read over the check list. You will notice that you will be using many listening skills. Here is the first selection. After you have listened to it carefully, go through your check list and answer "yes" or "no" to each of the four questions asked.

1. Despite the National Anti-Litter Campaign which has recently been launched, people still continue to litter. Wouldn't it be great if you could drive down a highway and see only grass in the ditch instead of paper and bottles? I am waiting for the day when a person will be able to walk along a sandy beach without getting glass particles in his feet. Or how about summer campgrounds? At times they seem as if they should be littergrounds. If a windstorm happens to come up in the city, you can be sure of being bombarded by plenty of litter. Some provinces prohibit any type of littering by enforcing specific Litter Fines. This seems like a very sensible idea. At least it would help cut the millions of dollars which are spent every year in cleaning up the nation's litter.

Complete the check list.

Here is the next selection.

2. I think that family allowance is a fraud. Why should people who don't have children be penalized for it? And that's what happens. By not giving us a family allowance cheque, the government is punishing us for not having children. Why should we have children? The world is growing more crowded every day, and running out of food and fuel. We should be rewarded for not having children, not punished.

   If people who have children can't afford to keep them, why did they have them in the first place? The only people that even notice the family allowance cheques are the poor people. Why should we encourage the poor to have more children when they can't afford to raise the ones they have? My tax money would be better spent providing birth control information to the poor, rather than encouraging them to have more children. You don't notice the rich people with great big families. They know that it is senseless to burden the world with more people.

   As you can tell, I get really upset when the government raises the amount of family allowance. I resent it, and I wish there was something I could do about it.

   Check your answer. You have now completed the Skills Inventory.

Have your instructor check your answers.

Tape 15 Side A SC1 IIIB

ASSESSING SPEAKER AND CONTENT

PART A

In the following exercises, you will be using check lists to evaluate a speaker, his manner of delivery, and his content. The check list for Part A will deal with a speaker's attitude. If you wish to review the check list, shut the tape off at this point.

Now you are ready to begin Part A. You will hear two lengthy speeches. For each speech, you should judge the speaker's attitude by checking "yes" or "no" for each of the items on the check list. You should complete the check list after you hear the entire selection. Here is the first selection dealing with energy conservation.

1. Well, I have several ideas on the subject of energy conservation. I've done some reading on the subject, and I've thought about it a lot.

Of course, the private automobile must go. It's hard to imagine why such a vehicle was ever permitted to roam freely over our country. Not only is it a polluter, and a great consumer of energy, it is a destroyer of life. So few people know how to drive a car properly.

The private car could be replaced in the cities by a smaller vehicle, perhaps electrically powered, or employing a very economical gas engine. These vehicles would be publicly-owned. You could take one wherever you found it, and using a credit card as your "key", could drive it anywhere in town. Should you return to find it gone, you could take another such vehicle, or phone to have one delivered. We would need far fewer of these vehicles than we have cars now, since one of them would serve perhaps 10 people who might nowadays own a car of their own, and leave it parked most of the day.

Every time you used one of these vehicles, your credit card number would be registered and you would be billed by computer. All upkeep would be the responsibility of the company (preferably the government) which owned the cars.

For inter-city travel, the bus would be the preferred method (it is the most economical) or some other form of group public transportation.

Besides the private automobile, many other current conveniences will have to go. Housewives may have to give up their electric can-openers, their electric knives, their electric juicers. Secretaries may be required to exert themselves on manual typewriters. And men may go back to using the safety razor. It really is surprising how many gadgets we possess which are neither very time-saving nor very labor-saving.

These are some of my ideas about how we can - how we must - conserve energy in the near future. And cheer up! Getting rid of a lot of trivial objects that we surround ourselves with will not lower the quality of our lives. It may, in fact, improve it.

Check your answers on the check list.

Here is your next selection. The topic is reading.

2. Children are forced to read too early. I don't see why five-year old and six-year old children are pressed into the process of learning to read so young. Reading becomes a boring activity when it is stressed more than all the other subjects.

Teachers have been determined that first-grade students cannot pass through their hands without the basics of reading being planted in their young heads. A child may be as creative, as inquisitive, as charming as he likes, but if he doesn't learn to read he is a failure. And the failure to read becomes a source of humiliation. Is it any wonder that these young people grow up to be non-readers for the rest of their lives?

There are so many other things that children could be doing at school besides learning to read. They could be learning to become observers. Children of that age are naturally curious about the world around them. What better time to encourage the scientific method of enquiry? They could carry on all kinds of delightful little investigations, instead of boring themselves to death with out-of-date readers.

As a science teacher who has to teach these students when they go to college, I can tell you that it would have been better if they'd been blazing around the countryside examining maple leaves rather than trying to learn to read. They never learned to read, and they never learned to do anything else, either. They can't tell a chickweed from an orchid, and they haven't the foggiest notion of how to find the information. If they'd been allowed to develop in other ways first, perhaps they'd have learned to read of their own free will, later. Their curiosity about the world would naturally have led them to want to find out more. Then they would be ready for books.

I myself was in the fifth grade before I learned to read. My teachers all thought I was retarded - until I took an I.Q. test. I hadn't learned to read because I'd had no desire to read. I had no need of it. I was too busy looking around me. But when I finally decided to learn to read, it didn't take me too awfully long to catch up. And I was ahead in so many other ways.

Complete the check list.

PART B

You have now reached the end of Part A. In Part B, you will be using a check list to judge a speaker. You should review the five items on the check list before you begin the exercises.

1. In the next two selections, check if the speaker reveals his prejudice. Ask yourself if he has strong feelings against something or some group of people.

"So what if I was drinking a bottle of beer while I was driving? These cops think they rule the world. Why don't they go out and catch the real criminals?"

Complete your answer.

"Policemen today have a difficult job. They have poor salaries and the rate of crime keeps increasing. On top of everything else, the public has been outwardly critical of the police force lately."

Check your answer.

2. In the next two selections, you are to check if the speaker is qualified to speak on the subject. Ask yourself if the speaker is a reliable source.

"I've been working in this business now for 25 years, and I've practically never been mistaken about this kind of situation. I was just reading an article about it last week in the paper; in fact, I have the article in my desk. It'll say the same thing."

Check your answer.

"When you decide to sell that old heap of yours, you better see me. I know more about cars than anyone else in this town. After all, I've been in the car business for ten years. Don't see that guy across the street; he doesn't know what he's talking about. Depend on good old Fred to give you a good deal - I'll never let you down. How about a drink on that?"

Check your answer.

3. For the next two selections, you should ask yourself if the speaker is up-to-date and well-informed on his subject.

"No matter what your local member of Parliament has been telling you, I still feel that inflation is our biggest concern in Canada. The prices continue to soar. I can barely afford to buy food and clothing at present prices; next month the prices will be higher."

Check your answer.

"I don't care what anyone else tells me, I'm not getting electricity on my farm. Those power lines make such a terrible buzzing sound my cows would be scared to death. Then I'd probably get only half the milk I do now."

4. In the next two selections, you should ask yourself if the speaker contradicts himself. That is, does he say one thing but actually mean something different?

"I never speed when I'm driving. Those speeding tickets I get don't mean a thing. If I'm in a 30 m.p.h. speed zone and there's no one around, naturally I crank the old Mustang up to 40 m.p.h. Don't you? They should only have fines for those guys who speed on the highway."

Check your answer.

"I'm always a success when I go for a job interview. Somehow, I just seem to have all the qualities that an employer looks for. I know I never got the last three jobs I interviewed for, but they were lousy, anyway. If you ever need any interviewing tips, I'd sure be able to help you."

Check your answer.

5. In the next two selections, you will be looking for propaganda devices. A speaker may try to make you believe something which is not completely true.

"Elizabeth Bardo uses Skin Detergent for all her dish washing. Try new Skin Detergent and you'll never be afraid of doing dishes again. In fact, it'll even help your hands grow younger."

Check your answer.

(spoken sincerely)

"One final word tonight ... we're not worried about our competition. Go ahead and compare their platform with ours. Listen to their solution to the issues. Have a look at the kind of leadership they are offering. Listen and compare and then make up your minds. We are hopeful you will vote for our party."

PART C

You have now completed Part B. In Part C, you will be judging a speaker's content. Before you hear the two selections, review the check list. Here is the first selection.

1. We are now, it seems, completely at the mercy of fashion designers, men as well as women. Every so often, the voice of the odd woman or two has in the past been raised in protest against some ridiculous trend. They have had to suffer through the mini, the maxi, and midi. There was the topless look, the see-through look, and before that, the Bonnie-and-Clyde look and earlier, the Cleopatra look. However, until recently, the main force of the

fashion designer's fantasies has been borne by the Bonnies and Cleopatras. But lately, men have been ensnared almost as effectively as women. When platform soles were devised recently as a plague to the feet of the wearer and a boon to the wallet of the manufacturer, men were as captivated as women. Of course, they had little choice, since you could hardly find a regular shoe in a store, unless you wanted a pair of bedroom slippers. The designers have discovered what they had not dreamed of earlier - men are as passive and manageable as women are when it comes to style. Men are every bit as anxious to be "with it" as their mates are. And now that the fact is out, we too shall be enslaved. Should the next trend include the wearing of spurs and riding chaps, you can bet we'll all be decked out in them. In fact, I've been practising on the lariat lately, just in case.

Complete the check list.

2. I don't know why people have to learn to read and write in this modern age. We can get all the information we want or need from radio or television or tape recordings. There's no real reason for most people to read anything anymore. And, as far as writing is concerned, how much of that do we have to do? Nobody writes letters nowadays - a phone call is far quicker and more effective. Except for signing our name to something, few of us have to transmit messages in writing if we don't want to. In the future, practically no one will learn to read or write. The electronic media will provide us with all our communication, as well as our entertainment. Perhaps each community will have a few scribes, who will both read us any letters we might get, and write for us any message which has to be, for some odd reason, written down. Reading and writing will be as outdated as a model T Ford.

Tape 15 Side B SC2 IIIB

ASSESSING SPEAKER AND CONTENT

PART A

In the following exercises, you will be using check lists to evaluate a speaker, his manner of delivery, and his content. The check list for Part A will deal with a speaker's attitude. If you wish to review the check list, shut the tape off at this point.

Now you are ready to begin Part A. You will hear two lengthy speeches. For each speech, you should judge the speaker's attitude by checking 'yes' or 'no' for each of the items on the check list. You should complete the check list after you hear the entire selection. Here is the first selection dealing with travel.

1. "See Canada First" is something I'll bet all those plane loads of people going to Europe haven't done. I think plane fares to Europe should be more expensive to keep some of that money in Canada. We need it more than they do.

And another thing, what about the energy crisis? People are going to have to start to stay home, anyway. They might as well practise by not going to Europe.

All those tours really never see anything,anyway - just travel from monument to church to monument. See one you see them all, I say.

Tourists get the idea they are loved everywhere. Ha, what a joke! If they only knew how all those Europeans laugh at them and their cameras hanging around their necks.

Most of Europe is too old and dirty for my taste. Who wants to travel 2,000 miles to see someone else's slums? I like my comforts; and staying in a dingy old hotel with no hot water is not my idea of a good time. And the food! My wife's cooking is the best in the world, so why should I go all that way to get sick on someone else's food, especially when you don't even know what it is you get sick on. A steak is a steak on a plate, but some of those foreign dishes! I'd hate to even ask what's in some of them.

So if you want my advice, save the money and stay home. You could get a fantastic set of golf clubs and even a new motor for your boat with the money you save.

Complete the items on the Check List. Here is your next selection dealing with news on television.

2. There is too much news on television nowadays. The news has ceased to have any impact.

Perhaps television is not the place for news to be aired, anyway. People sit hypnotized in front of the idiot box all night, watching comedy and drama, if it can be called that. The situations are so lifeless and artificial on these programs that the mind becomes numbed by the nonsense. There is violence, there is death, there is humor, and there is tragedy, but they have all been reduced to second-rate entertainment. Our responses have become as lifeless and as artificial as the sick images that flicker across the screen.

At eleven o'clock - newstime -, we are suddenly supposed to alert ourselves. We must sit up in our chairs, blink our eyes, and switch on our minds. What we are going to see is reality, not canned images from a studio.

But how many of us make the effort? All the images come from the same source, the glass-eyed box in our living room. The actor in a television western dies much more convincingly than does the soldier on the battlefield. And the studio provides much better facilities for television photography than does the battlefield. The soldier only dies once, in the best way he knows how; the actor can do it over and over until he gets it right.

And of course, the news event which dares to occur outside the range of a camera is doomed. It will either get a very dull coverage indeed, or it will not be mentioned at all.

The news has become just another diversion. We are supposed to be the best-informed generation on earth, but the things we are informed about are such an unholy mixture. Housewives are as agitated by the latest non-occurrence on their favorite soap opera as they are by the latest world crisis. Both events happen in that place none of us has ever inhabited - T.V. land.

I sometimes yearn for the days before modern communication devices had been invented. When news was scarce, then it was valued. When a traveller arrived with word from another part of the country, his story was listened to, and pondered over. People in those days were not aware of a lot, but were at least aware of what was available.

There's too much available now; it's all been worked to death. We've had a bellyful of catastrophes, and we can't digest any more. After a thousand nights of banqueting, we might all be glad to dine more moderately.

Check your answers on the Check List.

PART B

You have now reached the end of Part A. In Part B, you will be using a check list to judge a speaker. You should review the five items on the check list before you begin the exercises.

1. In the next two selections, check if the speaker reveals his prejudice. Ask yourself if he has strong feelings against something or some group of people.

"All these fitness nuts have caused a real problem for us drivers. I'd like to know the statistics on the increase in accidents directly related to all the bicycles on the roads. Roads were built for cars anyway. Until there are roads built only for cyclists, let those fitness freaks ride their bicycles in their back yards."

Check your answer on the check list.

"I'm sure the increase in the number of bicycles on the road has caused some problems for both drivers. If the bicycle were looked upon as another type of vehicle, as it is in most countries, then car and bicycle drivers would learn to share the road more effectively. Some cities should consider special bicycle routes to the downtown areas to alleviate road congestion."

2. In the next two selections you are to check if the speaker is qualified to speak on the subject. Ask yourself if the speaker is a reliable source.

"This new book by Augusta Bolt is very good. All the critics gave it excellent notices. Her other three books were best-sellers, too. I've read all of them. She writes the kind of book that everyone likes to read. Why don't you let me put it on your account? You have your credit card with you? Good."

Check your answer.

"There's no use buying that refrigerator, because it will never fit upstairs. I haven't measured it, but I can tell by just looking at it that it is too wide for the staircase. It's almost as wide as that sofa we couldn't get upstairs last year. Besides, I want one of those new coloured refrigerators."

Check your answer.

3. For the next two selections, you should ask yourself if the speaker is up-to-date and well informed on his subject.

"Cars today are getting too complicated. How do they expect us mechanics to keep fixing them when they keep changing them? What are we supposed to do? Take a six-month course for each new car that comes out? I don't have time for courses. I wish they'd go back to the old simple straightforward type of machines we used to fix."

Check your answer.

"Mechanics are having to specialize more and more these days to keep up with the innovations in the car industry. It would be more useful to have short intensive courses offered from time to time rather than the longer courses traditionally offered. Some of our union dues could go into making these courses available to any mechanic that wants to keep up with the times. The major motor companies could sponsor some of the courses, too."

Check your answer.

4. In the next two selections, you should ask yourself if the speaker contradicts himself. That is, does he say one thing but actually mean something different?

"I don't understand why I am so fat. All I have to do is look at food and I gain weight. I really only eat one meal a day. At breakfast I only have toast and a little something at lunch to tide me over. I have to cook a big meal for my family every night but that is my only real meal. I have a few snacks during the day but they don't hurt. After the news Edward and I have a little snack before bed. It really makes me mad that those skinny girls can eat all day and I can't."

Check your answer.

"I like working for Mr. Essex. He expects his work to be done on time but he is very fair about not overloading me with work. That way I can do a good job and Mr. Essex appreciates quality work. I have had two raises in the past year so I feel I have to live up to his expectations of me."

Check your answer.

5. In the next two selections, you will be looking for propaganda devices. A speaker may try to make you believe something which is not completely true.

"Fellow citizens, there is one thing I want to say here tonight about my opponent. He has refused to meet me for a public debate. It's no wonder; he has nothing to say. (cheers) He's afraid to meet me on this platform! Well why shouldn't he be?,.. he has no platform of his own." (more cheers)

Check your answer.

"Betty Brown uses new Tanright Suntan Lotion. She has the most beautiful tan in the world. So if you want to brown like Betty, use new Tanright Suntan Lotion."

Check your answer.

PART C

You have now completed Part B. In Part C, you will be judging a speaker's content. Before you hear the two selections, review the check list. Here is the first selection.

1. The government should get with it. Dogs have to have licences and so do cars, hamburger stands, bicycles, marriages and your Watkins man. You have to take training to be a sky diver, hairdresser, plumber or dog catcher. So why can anybody who has no training, no licence and maybe no desire, be a parent? It makes no sense. The most important job in the world, and we treat everyone as if they were equally qualified for it! Nobody seems to pay any attention to the fact that there are too many children, too many neglected children, too many neglected hungry children.

   When you consider it, hardly anyone is qualified to be a parent. The government should make sure in the future that hardly anyone is a parent. There are several ways this can be accomplished. Everyone who wants to be a parent should have to take a means test. People should have to show that they can bear the expense of having children. They should have to take a six months' course and write a difficult exam to weed out those who are poorly qualified. Then, and only then, should they be allowed to apply for the licence which will give them permission to be a parent.

   Complete the items on the check list.

2. The use of man-made weed and insect killers has made a great improvement in the farmer's ability to produce more wheat and other agricultural products.

   Farmers are fully justified in using these sprays, even though they kill some small birds and animals, and even though the residue stays on the fruit we eat and can build up in our bodies over a long time.

   Almost every improvement man has made in his method of food production has some disadvantages. What we have to look at is the advantages and not get emotional about killing a few birds or fish. The answer is not to ban all these chemical sprays but to continue to look for new ones which will keep all the advantages to the farmers and stop doing damage to the environment.

Complete the check list.

You have now reached the end of Skills Check 2. Check your answers.

GENERIC SKILLS

●

LISTENING

I A - ORIENTATION

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ____________

GENERIC SKILL State and discuss the purpose of the Generic Skills Listening course and use the procedures and equipment correctly.

PREREQUISITE SKILL UNITS ____________

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Use the tape recorder correctly.				
2. State the purpose of the course.				
3. Define terms used in the Listening course.				
4. List basic listening faults.				
5. Explain why listening is important.				
6. Use the parts of the booklet correctly to do the program.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

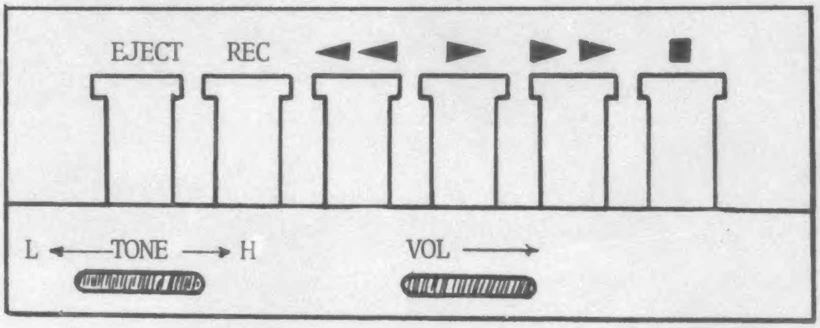
Skills Inventory

OBJECTIVE NUMBER

Listen first to audiotape, Tape 1, Side A, SI IA. Then continue with this Skills Inventory when the tape tells you.

If you have never used a tape recorder, skip questions 1, 2, and 3 and start at question 4.

1. Here is a picture of the buttons on a tape recorder. What do each of them mean? 1



a. EJECT ______________________________

____

b. REC ______________________________

____

c. ◄◄ ______________________________

____

d. ► ______________________________

____

e. ►► ______________________________

____

f. ■ ______________________________

____

g. ← TONE → ________________________________

____

h. VOL → ________________________________

____

2. Does the machine you use differ from the one above? If so, how?

____

____

____

____

3. If you take a tape to use and find that someone forgot to rewind it back to the beginning, describe what you would do.

____

____

____

____

____

4. If you want to listen to something on the tape again, what do you do?

____

____

____

____

5. What should you always do before you change the direction of the tape?

____

____

6. What is the main purpose of the Listening course? ______ 2

____

____

7. Put a check beside each term you don't know the meaning of: 3

___ Unit

___ Item

___ Objective

___ generic skill

___ Skills Inventory

___ Skills Check

___ prescription

___ learning resources

8. What are some listening faults that make people poor listeners? 4

____

____

____

____

____

____

9. Why do you think it might be important for you to listen better? 5

____

____

10. If you are not sure of some of the answers in this Inventory, what will the instructor have you do?

____

____

11. How will you know if you have learned all the skills in an item?

____

____

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
UB	Using a Cassette Tape Recorder*	✓							
I	See Instructor (verbal explanation)		✓	✓	✓	✓			
UB	Did You Hear? *				✓	✓			
TP	Orientation Tape		✓	✓			✓		
	*NOTE: The booklets "Using								
	a Cassette Tape Recorder"								
	and "Did You Hear?" are								
	attached to the last part								
	of this unit.								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT
UB-Unit Booklet

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	TJ	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Use audiotape, Tape 6, Side A, SCI IA, Orientation.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers below.

1. ______________________________ 1

____

____

____

2. ______________________________ 2

____

____

____

3. a. _____ Objective f. _____ Skills Check 3

b. _____ Generic Skill g. _____ Item

c. _____ Skills Inventory h. _____ Unit

d. _____ Prescription Sheet i. _____ L-II-B-3

e. _____ Learning Resources

4. ______________________________ 4

____

____

____

____

5. 5

Skills Check 2

SCORE	CRITERION	DECISION
	TJ	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Use audiotape, Tape 6, Side B, SC2 IA, Orientation.

Put the tape in the recorder and LISTEN. Write your answers below:

1. ____________________ 1

2. ____________________ 2

3. a. An Item ____________________ 3

   b. A Unit ____________________

4. ____________________ 4

5. ____________________ 5

Answer Key

SKILLS INVENTORY

1. a. Eject; the cassette can be lifted out of the machine.
   b. Record
   c. Rewind
   d. Play; forward
   e. Fast forward
   f. Stop
   g. Tone control
   h. Volume control

2. TJ

3. Put the tape in the machine, and push the rewind button until the tape is rewound.

4. Press the stop button and then rewind to the part of the tape required.

5. Press the stop button.

6. To improve listening skills.

7. (Ask your instructor for an explanation of any term you do not know the meaning of.)

8. a. Not paying attention to a speaker (tuning out).
   b. Listening for facts and not main ideas.
   c. Thinking of something else (being distracted).
   d. Feeling too tired, worried or too lazy to listen.
   e. Only hearing what you want to hear.
   f. Not listening if the subject is too hard.

   (TJ: THERE ARE MANY OTHER ANSWERS.)

9. (Self-evaluation)

10. Study certain prescribed materials.

    (TJ: OTHER ANSWERS)

11. a. Answers agree with the Answer Key.
    b. Self-evaluation
    c. TJ

SKILLS CHECK 1

1. (Self-evaluation) If you have listed any problems, ask your instructor or another student to help you learn the operations you feel uncertain about.

2. (Wording may vary) The main objective is to understand the purpose of the Listening course and use the equipment and procedures correctly.

3. (See your instructor if you need further explanation.)
   a. Objective - The objectives are the statements of purpose or aims of the course. They explain what you are going to learn.
   b. Generic Skill - The generic skill is the main overall skill of the Item.
   c. Skills Inventory - The Skills Inventory is a way to measure which objective you need to work on in each Item
   d. Prescription Sheet - This sheet is used by the instructor to write in work for you that will help you master the objectives you need to work on.
   e. Learning Resources - The Learning Resources page is a detailed list of study materials for each objective. The instructor uses these materials to write the prescriptions.
   f. Skills Check - This is a short test similar to the Skills Inventory and it is done after work on the Prescription Sheet is finished. There are two sets of the Skills Check, Forms 1 and 2.

g. Item - An Item represents one generic skill , and each booklet is an item of work.
h. Unit - Several Items make up a Unit. These are just for organization. Five Items are grouped into Unit I. The Items are given capital letters and the Units are numbered with Roman Numerals.
i. L-II-B-3 - This means: Listening Course, Unit II, Item B, Objective 3.

4. (Answers may vary.)
   a. Tuning out a speaker.
   b. Listening for facts and not main ideas.
   c. Letting distractions get your attention.
   d. Being tired or worried or lazy.
   e. Only hearing what you want to hear.
   f. Not listening if the subject is too hard.

5. (Self-evaluation)

(TJ FOR WORDING OF THE DIFFERENT ANSWERS.)

SKILLS CHECK 2

1. To rewind a tape and listen to it again, these are the steps to take:
   a. Press the STOP button.
   b. Press the REWIND button and wait for a few seconds.
   c. Press the STOP button again.
   d. Press the PLAY button and the tape will go forward.

2. The purpose of the course is to use the procedures in the tapes and booklets to improve listening.

3. a. An Item is a skill that is covered in a booklet of work.
   b. A Unit represents several Items of work which can teach similar skills. It is also useful for the organization of the course.

4. a. Tuning out a speaker.
   b. Listening for facts and not main ideas.
   c. Letting distractions get your attention.
   d. Being tired or worried or lazy.
   e. Only hearing what you want to hear.
   f. Not listening if subject is too hard.

5. Self-evaluation. See your instructor if you have any questions.

(TJ FOR WORDING OF THE DIFFERENT ANSWERS.)

USING A
CASSETTE TAPE RECORDER

A. PARTS OF THE CASSETTE TAPE

Before you begin you should have a tape recorder in front of you and also a cassette tape.

If you look closely at the cassette tape you can see the reels inside. The tape winds around them. When the cassette is playing, the tape comes off one reel and goes on the other. At the beginning the tape is on the left-hand reel.

There are two sides to each tape. These are usually marked Side A and Side B, or sometimes Side 1 or Side 2. Can you find this on the front of your cassette? Notice that on Side A, the reel is on the left-hand side and on Side B, the reel is on the right-hand side.

If you look at the front edge of your cassette, you will be able to see part of the tape. This edge must be facing the front of the tape recorder, because this is the part that plays. This is the only way the cassette will fit in the machine.

B. PARTS OF THE TAPE RECORDER

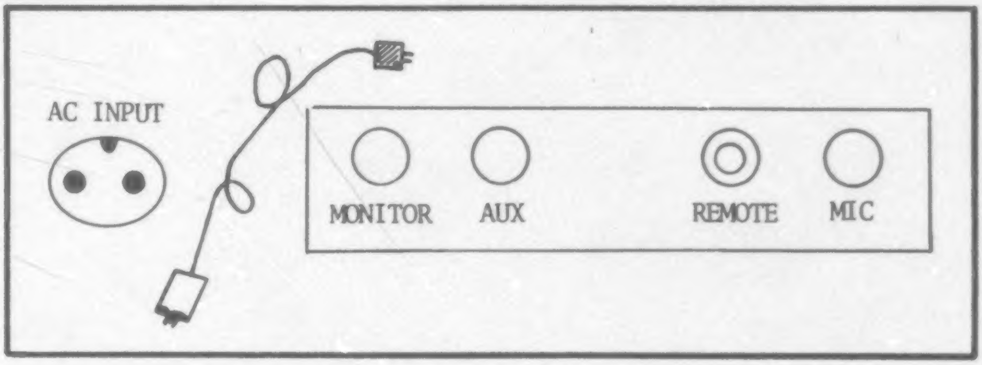
On the front of your tape recorder, you will have a panel of buttons. The names on the machines differ, but all the buttons do the same kinds of jobs.

This is what those buttons mean:

eject		If you press this button, the cassette is released from the machine.
rec	record	This is one of the two buttons you press if you want to record something on the tape. You will probably not have to use this button
◄◄	review rewind	Press this button if you want to listen to part of the tape again, or if you want to rewind the tape.
►	play	This starts the tape playing forward so you can listen to it.
►►	FF cue	The FF stands for "fast forward" and that's just what this button does - it makes the tape speed ahead quickly if you need to find something on another part of the tape.

■ stop	This button makes the machine stop. If the machine is going forward, you must press this button before you use any of the other buttons.
L ⟵ TONE ⟶ H	The tone control can be changed to make the voice easier to listen to. It doesn't make it louder or softer; it just makes the voice sound clearer. You shouldn't have to change this control too much.
VOL ⟶ L	The volume control works the same as the one on your radio or TV. You have to find the right amount of loudness for you.

Along the sides of the machine you will see some circular holes and other openings. They may have labels similar to those in the picture below.



You will not need to use all of these openings, but you will have to use two of them each time you use the machine.

AC INPUT 	The cord that comes with the machine plugs in here. There is usually a right way to plug it in. The groove at the top will guide you. The other end of the cord plugs into a wall socket.
 MONITOR	The pointed end (called the 'jack') of the earphone cord plugs in here. When you plug this in and push the "play" button, you only hear the tape through the earphones.
 AUX	This is for an extra earphone in case two people want to listen to the same tape.

REMOTE

MIC

These two plug-ins are for the microphone for recording. You will not have to use them in this program.

The two you will use most often are the AC INPUT to plug in the machine and the MONITOR opening to plug in the earphones.

C. HOW TO OPERATE THE MACHINE

While reviewing the parts of the cassette and the tape recorder you probably picked up lots of clues on how to operate the machine. Here are some basic steps. Have your cassette ready and follow these instructions. Make sure you understand each step before going on with the next. Ask someone who knows how to use a tape recorder if you are in doubt.

1. Getting Started

Put the cassette plug into the side of the machine in the opening marked AC INPUT. Make sure that this cassette plug is right side up. Put the pronged plug into the wall socket. Next attach the earphones by plugging the jack into the opening marked MONITOR.

2. Putting in the Cassette

Find the side edge of the cassette where you can see the tape. This is the front. In most machines, lower the back edge of the tape in first, then gently press the front edge down into place. You should hear a 'click' as the tape backs in. Do not force or jam the cassette. If it does not seem to fit in easily, ask your instructor for help.

To get the cassette out, simply press the button marked EJECT and it will be released.

Practise putting the cassette in and taking it out until you can do it easily.

3. Starting and Stopping the Tape

This is the easiest part. Simply press the button marked PLAY or ▶, and the tape will play. To stop, press the button marked STOP or ■ . While you are doing the Listening Program, you will have to stop the tape each time you write.

4. Rewinding the Tape

If you want to listen to a part of the tape again, then you can rewind it to an earlier part. If the tape is playing, always press the stop button before you press the rewind button. If you want to rewind the whole tape, you can press the rewind button and just wait. The cassette will stop turning as soon as it finishes rewinding; then all you have to do is press the EJECT button, and the cassette will pop up. If you just want to rewind it to an earlier part of the tape:

a. Press the STOP button.

b. Press the rewind and wait a few seconds.

c. Press the STOP button again.

d. Press PLAY and the tape will go forward again.

Practise rewinding the tape until you can do it easily. If you feel unsure, have someone experienced help you.

5. Fast Forward

This is the same kind of procedure as rewind, but the tape goes in the other direction. You will probably not have to use this often, but it still is useful to know.

a. If the tape is going, press the STOP button.

b. Press the button for fast forward and wait (with practice, you can learn to judge the time accurately).

c. Press the STOP button.

d. Then press PLAY and listen.

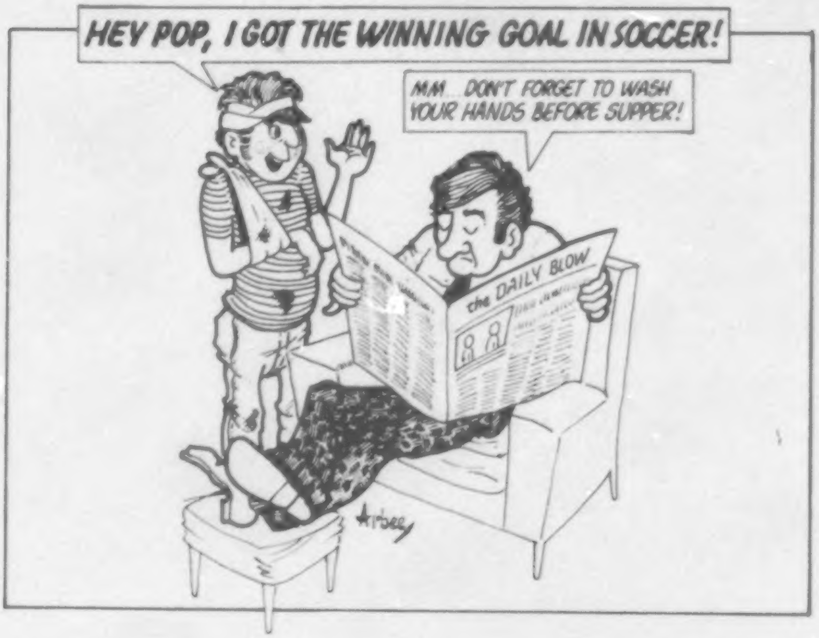
D. REVIEW

1. Be careful to set up your machine carefully and have all the plugs in correctly.
2. Put the tape in the machine with the correct side up.
3. Make sure the tape is rewound to the start.
4. Press the PLAY button

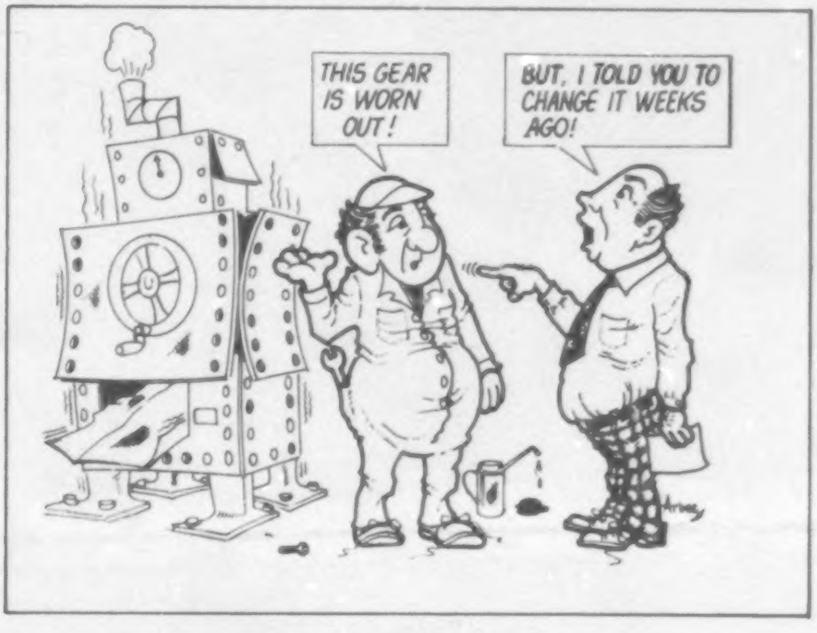
DID YOU HEAR?

A. DO YOU SEE YOURSELF HERE?

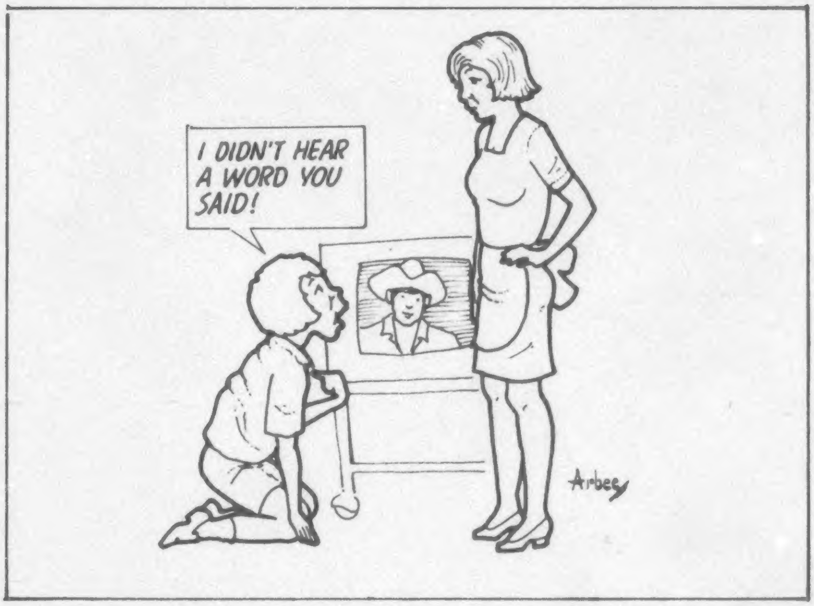
"Daddy, you didn't listen."


HEY POP, I GOT THE WINNING GOAL IN SOCCER!
MM... DON'T FORGET TO WASH YOUR HANDS BEFORE SUPPER!
the DAILY BLOW
Arbeg

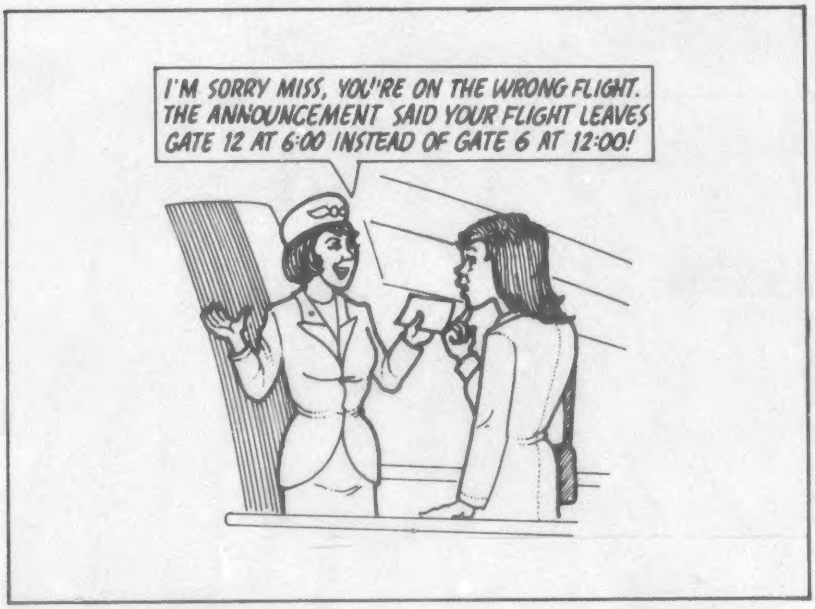
"Why didn't you listen?"


THIS GEAR IS WORN OUT!
BUT, I TOLD YOU TO CHANGE IT WEEKS AGO!
Arbeg

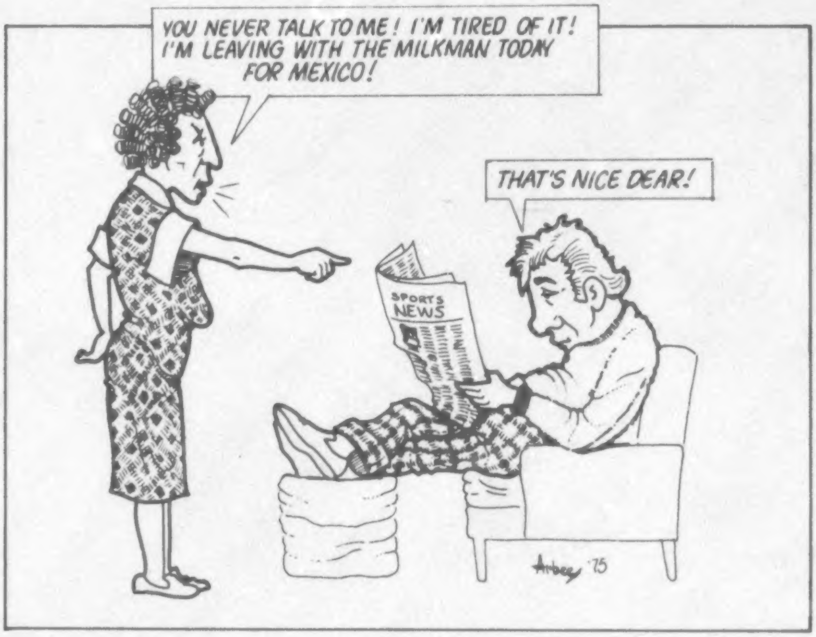
"What did you say?"


I DIDN'T HEAR A WORD YOU SAID!
Arbeey

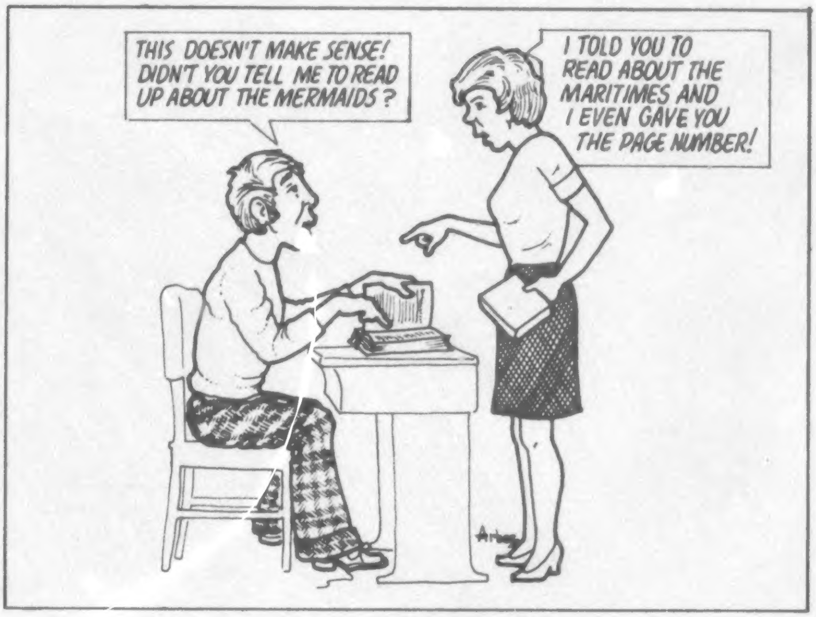
"That's not what I said."


I'M SORRY MISS, YOU'RE ON THE WRONG FLIGHT. THE ANNOUNCEMENT SAID YOUR FLIGHT LEAVES GATE 12 AT 6:00 INSTEAD OF GATE 6 AT 12:00!

"You never listen to me any more!"


YOU NEVER TALK TO ME! I'M TIRED OF IT! I'M LEAVING WITH THE MILKMAN TODAY FOR MEXICO!
THAT'S NICE DEAR!
SPORTS NEWS

"You didn't pay attention!"


THIS DOESN'T MAKE SENSE! DIDN'T YOU TELL ME TO READ UP ABOUT THE MERMAIDS?
I TOLD YOU TO READ ABOUT THE MARITIMES AND I EVEN GAVE YOU THE PAGE NUMBER!

B. IS LISTENING IMPORTANT?

There is a strong human need to talk and be listened to. Children need parents who will really hear what they say. If you look closely at good marriages, you will see that one element of them is good communication. You may realize what an important part listening plays in your work. If you kept track of how much time you spent in listening during a day rather than talking or reading, you would probably find it is something like 75%. You can appreciate how much time, money and misunderstandings can be saved by improving listening. Good listening on the job pays for itself.

Effective listening can also be a matter of safety or even life and death. Every time you take off or land in an airplane, your life depends on the accuracy with which the pilot has heard the control tower. Many industrial accidents are the result of poor listening habits. Even our jury system depends on the ability of twelve men and women to listen to millions of words of evidence and come up with a just verdict. How do you feel about having to trust your life to a group of people who might or might not be listening effectively?

This is the age of speed, and the written word is slow in comparison to the spoken word. That is one reason why important announcements are made by politicians on television and also why, when important decisions are made, people often use meetings and telephone calls - not paperwork. Do you realize that when a famous play is seen on television, more people see the play in one night than have even seen it in the last hundred years?

Not enough effort is made to improve our listening skills. Schools still spend a great deal of time trying to improve our reading, but listening generally remains a forgotten skill. Do you remember ever having a "listening lesson" during your school years? If listening is a skill, then training and practice can improve it, just as with reading. Have a close look at your own listening habits. Can they be improved?

C. LISTENING FAULTS

Most people believe that they are good listeners, yet research suggests that many people do not listen very effectively. With up to 80% of our waking hours spent listening, this skill is very important.

Even though most people may want to be good listeners, they often allow themselves to form poor listening habits, even in personal conversations with friends. Here is a list of faults that should be overcome by poor listeners:

1. They allow themselves to be distracted by noise, interruptions, other people or just by physical objects which they may play with.

2. They "tune the speaker out" by thinking of other things unrelated to the conversation.

3. They remember only what they want to hear. They may hear all the actual words, but they retain only what fits their own opinion.

4. They may feel worried, tired or just too lazy to pay attention. In situations such as job interviews, they may be too nervous or emotional to listen carefully.

5. They may think that the speaker's subject is too difficult to understand, and so they stop listening.

6. They may think that the speaker does not know his subject, or they distrust him for some other reason, and that he is therefore not worth listening to.

7. They do not look for main ideas to remember. Instead, they concentrate on small details and perhaps unimportant facts.

8. Since words mean different things to different people, they may deliberately give interpretations to word meanings different from what the speaker intended.

D. RATE YOURSELF AS A LISTENER

Write "yes" or "no" beside each of these questions. Do you ever...

1. Think of other things while a speaker is talking? ________

2. Get so excited by an idea a speaker has that you don't hear the rest of what he says? ________

3. Think about what you are going to say next while a person is still talking? ________

4. Find you have forgotten what someone said a few minutes after they said it? ________

5. Find yourself in hot water with your boss, friends, spouse or children because you didn't hear what was said? ________

6. Forget directions someone gave you orally? ________

7. Tune out because you feel that something is too difficult for you to try and understand? ________

8. Decide if you will pay attention to someone on the basis of the person's appearance or manners? ________

9. Listen for small details instead of the important ideas? ________

10. Tune out because you were distracted by something? ________

How well do you listen?

GENERIC SKILLS

●

LISTENING

II A - IDENTIFYING RELATIONSHIPS

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ______

GENERIC SKILL Identify and interpret the relationship between facts or events

PREREQUISITE SKILL UNITS L I D

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Answer "what happened" and "why" questions from an oral selection.				
2. Identify causes or effects of given situations from an oral selection.				
3. Answer questions which require a generalized interpretation of facts in an oral selection.				
4. State a number of possible results of a situation described orally.				

INSTRUCTOR'S COMMENTS ______

DATE COMPLETED ______ INSTRUCTOR'S INITIALS ______

Skills Inventory

OBJECTIVE NUMBER

Use audiotape, Tape 3 Side B SI IIA Identifying Relationships.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(4) PART A 1

1. a. What do you think happened to the cake? ____________

   b. Why did it happen? ____________

2. a. What did the smoker do? ____________

   b. Why did he do it? ____________

(8) PART B 2

1. a. What happened to Sally? ____________

   b. Why did it happen? ____________

2. a. What did Cathy do? ____________

   b. Why did she give back the ring? ____________

3. a. What happened to the wall? ____________________

____

b. Why did it stain? ____________________

____

4. a. What was Ted doing? ____________________

____

b. Why did he have to do it? ____________________

____

(4) PART C 3

1. a. What did the husband think his wife was doing?

____

____

b. What other explanation could there have been for his wife not being home?

____

____

2. a. What happened to John? ____________________

____

b. What could the speaker have done differently?

____

____

(4) PART D 4

1. ____

____

2. ____

____

Learning Resources

MEDIA	TITLE	OBJECTIVE 1	2	3	4	5	6	7	8
TP	EDL Listen and Think E		✓						
W	Lesson 6								
TP	EPC Listening Progress				✓				
	Lab Tape 16, Side 1, 2								
TP	EPC Listening Progress	general							
	Lab Tape 17, Side 1, 2								
TP	EPC Listening Progress	general							
	Lab Tape 18, Side 1, 2								
TP	EDL Listen and Read EA			✓					
W	Lesson 6								
TP	EDL Listen and Read EA				✓				
W	Lesson 5								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW UP

Skills Check 1

SCORE	CRITERION	DECISION
	15/17	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Use audiotape, Tape 11 Side A SC1 IIA Identifying Relationships.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(3) PART A 1

1. Why would a storm make the speaker late? ____________

____

2. a. Why does the wife think that Uncle Harry isn't feeling well?

____

b. What is she going to do about it? ____________

____

(6) PART B 2

1. a. What didn't Sam believe? ____________

____

b. Why? ____________________________________

____

2. a. What did the farmer do? ____________

____

b. Why? ____________________________________

____

3. a. What are they going to do about Larry? ____________

____

b. Why? ______________________________

____

(4) PART C 3

1. a. What is the speaker's job? ______________________________

____

b. Who is the speaker talking to? ______________________________

2. a. Why is the speaker almost sure that the machine in question is not the source of trouble?

____

b. What does the servicing of the other machines have to do with what he is discussing?

____

____

(4) PART D 4

1. ______________________________

____

____

____

2. ______________________________

____

____

____

Skills Check 2

SCORE	CRITERION	DECISION
	18/20	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Use audiotape, Tape 11 Side B SC2 IIA Identifying Relationships.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(4) PART A 1

1. a. What happened to Henrietta? ____________________

____

b. Why did it happen? ____________________

____

2. a. What happened to Miss Jones? ____________________

____

b. Why? ____________________

____

(8) PART B 2

1. a. effect ____________________

b. cause ____________________

2. a. effect ____________________

b. cause ____________________

3. a. effect ____________________

b. cause ____________________

4. a. effect ____________________

b. cause ____________________

(4) PART C 3

1. a. What happened to Boris? ______________________

____

b. Why did it happen? ______________________

____

2. a. What is the speaker's job? ______________________

____

b. What complaint is he answering? ______________________

____

(4) PART D 4

1. ____

____

____

____

2. ____

____

____

____

Answer Key

Skills Inventory

PART A

1. a. The cake icing burned on top.
   b. She was talking to her mother too long on the telephone.
2. a. He gave up smoking.
   b. He was worried that smoking would affect his sex drive.

PART B

1. a. Sally fell off the horse.
   b. Sally tried to mount from the wrong side.
2. a. Cathy gave Alec back his ring.
   b. He criticized her all the time.
3. a. The wall was water stained when the bath tub overflowed.
   b. The little girl left the water running.
4. a. Ted was trying to bail the water out of the boat.
   b. The boat was leaking.

PART C

1. a. The husband thought his wife was out with another man.

   b. She could have stopped somewhere with her friend. She could have forgotten the time. She could have had a car accident.
2. a. John died of carbon monoxide poisoning.
   b. The speaker could have done things differently by trying harder to talk John out of taking the old road or following him.

(T.J. - Answers may vary in all parts.)

PART D
(T.J.)

Skills Check 1

PART A

1. When the storm caused a power outage, his electric clock stopped until the power came on again.
2. a. Uncle Harry's appetite is poor and he hasn't been sleeping well. His color is pale.
   b. The speaker is going to make an appointment with the doctor.

PART B

1. a. Sam didn't believe the speaker could catch a whitefish with a hook.
   b. The speaker believes they are always caught in a net.
2. a. The farmer filed a claim for hail damage.
   b. The storm hailed out his crop.
3. a. They are going to have to let him go.
   b. He has made too many mistakes that cost time and money.

PART C

1. a. The speaker was coach of a football team.
   b. The speaker was talking to the rest of the football team.
2. a. The machine has been used for only three months.
   b. If the other machines had not been serviced, one of them may be the cause of the trouble.

(T.J. - Answers may vary in all parts.)

PART D

(T.J.)

Skills Check 2

PART A

1. a. Henrietta got sick.
   b. She ate some poisonous mushrooms.
2. a. Miss Jones looks better these days.
   b. She improved her outlook after she lost 20 pounds.

PART B

1. a. Sandy isn't speaking to Eddy.
   b. She saw him with another girl.
2. a. Henry had an accident.
   b. He drives like a wild devil.
3. a. George was shocked when the roof leaked.
   b. He spent two weeks repairing it.
4. a. Buffy was run over.
   b. Someone left the door open and he ran into the street.

PART C

1. a. Boris had a mountain climbing accident.
   b. The rope was frayed.
2. a. The speaker is a television repairman.
   b. The lady has complained that her TV is broken; the picture tube needed to repair it costs too much.

(T.J. - Answers may vary in all parts.)

PART D

(T.J.)

GENERIC SKILLS

●

LISTENING

III A - FACT & OPINION

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research [illegible]
Development Station [illegible]

Skills Record

DATE ______

GENERIC SKILL Evaluate speaker's opinions

PREREQUISITE SKILL UNITS L II C

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Classify statements as being "fact" or "opinion".				
2. Identify opinions in a selection which contains both facts and opinions.				
3. Identify facts which were used by a speaker to support his opinions.				
4. Evaluate speakers' opinions.				

INSTRUCTOR'S COMMENTS ______

DATE COMPLETED ______ INSTRUCTOR'S INITIALS ______

Skills Inventory

OBJECTIVE NUMBER

Use audiotape, Tape 5 Side A SI IIIA Fact and Opinion.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(11) PART A 1

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________

(4) PART B 2

1. a. ____

____

b. ____

____

2. a. ____

____

b. ____

____

(4) PART C 3

1. a. ____

____

b. ____

____

2. a. ______________________________

____

b. ______________________________

____

(6) PART D 4

1. ______________________________

____

____

____

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2. ______________________________

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Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
TP	EDL Listen and Read EA	✓							
W	Lesson 8								
TP	EPC Listening Progress Lab	general							
	Tape 14, Side 1, 2								
TP	EDL Listen and Think E	general							
W	Lesson 14								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	25/28	Y N TJ

DATE ______________________

OBJECTIVE NUMBER

Use audiotape, Tape 14 Side A SC1 IIIA Fact and Opinion.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(10) PART A 1

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________

(4) PART B 2

1. Check off any of the following which correspond to opinions of the speaker.

a. _____ Farmers never have to do hard work.

b. _____ There aren't any poor farmers around.

c. _____ It's natural for farmers to complain.

d. _____ All farmers go to Florida in winter.

(4) 2. Check off any of the following which correspond to the opinions of the speaker.

a. _____ There is no serious fuel shortage.

b. _____ Canada should lead in developing new sources of energy.

c. _____ We'll be using solar energy long before our fuel supplies run short.

d. _____ No country today has to worry about a fuel shortage.

(6) PART C 3

1. a. ______________________________

____

b. ______________________________

____

2. a. ______________________________

____

b. ______________________________

____

(4) PART D 4

1. ______________________________

____

____

____

____

2. ______________________________

____

____

____

____

Skills Check 2

SCORE	CRITERION	DECISION
	22/24	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Use audiotape, Tape 14 Side B SC2 IIIA Fact and Opinion.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(12) PART A — 1

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________

(4) PART B — 2

1. a. ____
   b. ____
2. a. ____
   b. ____

(4) PART C — 3

1. a. ____
   ____
   b. ____
   ____

2. a. ____

____

b. ____

____

(4) PART D 4

1. ____

____

____

2. ____

____

____

Answer Key

Skills Inventory

PART A

1. (example) 0
2. 0
3. 0
4. 0
5. F
6. F
7. 0
8. 0
9. F
10. 0
11. F

Here is an explanation for each of these answers.

1. example
2. "All women who care about their skin use turtle oil moisturizer." This is the opinion of the manufacturer that would like you to buy his product.
3. "To be truly a man of fashion, do what the best dressed men in town do, shop at McGreggors!" This is also an opinion. No one can really show that the best dressed shop at McGreggors.
4. "I think it's going to snow." This is an opinion. It's only a speculation. Time may turn it into fact, but for now, it's only an opinion.
5. "The weather report says that snow is on the way." It is a fact that the weather report says snow is on the way.
6. "Dogs and cats are popular pets." This is a fact and can be proven by observation. There are more cats and dogs sold as pets than say, birds or monkeys.
7. "Dogs are friendlier than cats." Opinion--and the bias of all dog lovers.
8. "Everyone who tries Sweet-Clean toothpaste loves it. So will you!" Obviously, opinion. How do they know "everyone" loves it? How do they know you will?
9. "An independent survey showed that nine out of ten people who have tried Sweet-Clean toothpaste like the taste." A carefully worded fact, but not a very significant one.
10. "Life is easier today than it ever was." Opinion. Many older people believe it, but there is really no way to prove it. Certain aspects of our life today seem much more complex than in earlier times. Oops--there's another opinion.
11. "Today we have more kinds of machines to do our work than our grandfathers had." This is a fact.

PART B

(Only two of the three opinions asked for.)

1. a. Most overweight people are unhappy people.
   b. Inside every fat person is a thin person trying to get out.
   c. Start to diet and you're sure to lose weight.
2. a. They think this is a good thing (that the scale of artificial trees is increasing).
   b. The number of trees in the world is decreasing.
   c. People have no right to be so wasteful just for a holiday decoration.

PART C

(Only two facts asked for.)

1. a. We are in poor shape compared to Europeans.
   b. Walking and using bicycles will help improve our health and keep some of the cars off the road.
2. a. Improved insulation will save fuel.
   b. Tight storm windows and doors prevent heat loss.
   c. A thermostat turned down to 20° C. or lower at night saves fuel.

PART D

(T.J.))Here are sample answers.)

1. Speaker b: The speakers who talked about teenagers all showed their feelings clearly. The speaker whose

opinions seemed the fairest was the man who seemed to think there was some change in teenagers since he was a boy. He was interested in hearing what they had to say. The first speaker had already made up his mind that teenagers were rascals who needed more freedom so they could settle down later. This theory doesn't have much basis in fact. The last speaker talked about teenagers as "children". She saw them as not being able to accept responsibility. She made the mistake the first speaker did--looking at teenagers as a group instead of individuals.

2. Speaker a: The same kinds of weaknesses are found in the second set of talks about buying houses versus renting apartments. The first speaker was the most realistic because she saw that conditions vary from place to place. She mentioned that the real problem was housing reform. The fellow who thinks everyone should live in an apartment gave his own reasons. Just because he doesn't like looking after repairs, taxes, insurance and such things, doesn't mean everyone feels the same. The mother who feels our children need space and a yard and need to make noise is showing her own bias. Many children in the world have grown up quite nicely without all the things she thinks are so necessary.

Skills Check 1

PART A

1. 0
2. F
3. 0
4. F
5. 0
6. F
7. 0
8. F
9. 0
10. F

PART B

1. b. There aren't any poor farmers around.
   c. It's natural for farmers to complain.
2. a. There is no serious fuel shortage.
   c. We'll be using solar energy long before our fuel supplies run short.

PART C

(Any two of these are acceptable.)

1. a. Ads were carried in newspapers and magazines.
   b. National news carried stories.
   c. There were ads on radio and TV.
   d. There were ads on during the hockey games.
2. a. There is Sesame Street for young children.
   b. There are nature programs being produced.

PART D

(T.J.)

1. Sandra - She seems to have a better insight into his personality than either of the other girls who didn't know much beyond his appearance.
2. Pearl - It is easier to believe someone who has stopped smoking. She seems sympathetic and has some important reasons why smokers should try and give up cigarettes.

Skills Check 2

PART A

1. 0 - "Children need eight hours of sleep every night." This is an opinion.
2. F - "Several doctors reported that the amount of sleep the average six year old needs, varies widely from child to child." This seems to be solid fact.

3. O - "The best team won the hockey game." This is just an opinion. The team could have won for all kinds of other reasons besides being 'best'. Luck might have played a part, injuries to the losing team, or default might have been a reason why a team could win.
4. F - "My favourite team won the hockey game." This is a statement of fact.
5. F - "There was a record crowd at the hockey game." This is also fact.
6. O - "I have never seen so many people at a hockey game." This is an opinion. I really am just trying to express how many people are there.
7. O - "Driving on ice is dangerous." Well, it can be, but this really is an opinion. If you drive carefully, it may not be dangerous.
8. F - "Tests have shown that ice should be at least 10 inches thick before you drive a car on it." This is a fairly well established fact.
9. F - "My brother got a promotion at work because his boss said he was the most reliable mechanic on the staff." This is basically a fact although parts of it could be said to be opinion.
10. O - "My brother is a better mechanic than the men he works with." This is an opinion.
11. F - "To ensure safe driving this winter, your local safety council recommends that you use winter tires." A statement of fact.
12. O - "If you don't want to have an accident this winter, buy our all new, safe, tough, winter tires." Opinion. Just because you buy the tires is no guarantee that you won't have an accident.

PART B

(Any two are acceptable.)

1. a. You're really in a pickle.
   b. You should have extra gas in your trunk.
   c. Not a safe thing to do in this weather.
2. a. All the guys are talking about Millie Jones.
   b. She only got the job because she's going out with Tim.
   c. She has poor taste in clothes.

PART C

(Any two are acceptable.)

1. a. It's too wide for the staircase.
   b. It would be hard to get around the landing.
   c. It was difficult to get the sofa and bed up.
   d. The fridge is wider and weighs five times as much.
2. a. He can't handle the machine alone.
   b. He's late for work.
   c. He got into a fight at lunchtime.

PART D

(Answers may vary - T.J.)

1. Faye - She seems to know what the parents would like. Her attitude is more generous than the others.
2. Hank - He seems to have more knowledge and information than the others. His opinions seem fair and well thought out.

GENERIC SKILLS

●

LISTENING

I B - MEANING FROM CONTEXT

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ____________

GENERIC SKILL Derive meanings of words used in the context of spoken sentences

PREREQUISITE SKILL UNITS L I A

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Identify the correct meanings of words that sound similar but are different in meaning. 2. Write words which fit the context of given sentences. 3. State the meanings of selected words heard in context.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

Use audiotape, Tape 1 Side B SI IB Meaning From Context.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(7) PART A

1

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

(6) PART B

2

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

(5) PART C

3

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
TP	EDL Listen and Read EA	✓	✓	✓					
W	Lesson 1 and 2								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	19/21	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Use audiotape, Tape 7 Side A SC1 IB Meaning From Context.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(7) PART A

1

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

(9) PART B

2

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________

(5) PART C

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

3

Skills Check 2

SCORE	CRITERION	DECISION
	19/21	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Use audiotape, Tape 7 Side B SC2 IB Meaning From Context.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(7) PART A 1

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________

(9) PART B 2

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________

(5) PART C 3

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Answer Key

Skills Inventory

PART A
1. b.
2. b.
3. c.
4. b.
5. a.
6. b.
7. b.

PART B
1. application
2. ticket
3. diet
4. salary (wage, pay)
5. exercise
6. glasses

(T.J. - Other answers may be acceptable.)

PART C
1. hateful (disgusting, sickening, vile)
2. correct
3. poisonous
4. obvious (noticeable, readily seen)
5. change (improvement)

(T.J. - Other answers may be acceptable.)

Skills Check 1

PART A
1. b.
2. c.
3. a.
4. b.
5. b.
6. a.
7. b.

PART B
1. pound
2. accident (crash)
3. radio or TV
4. holiday (vacation, trip)
5. newspaper (paper)
6. scale
7. Christmas
8. lazy (tired)
9. exam (test)

(T.J. - Other answers may be acceptable.)

PART C
1. thoughtful (nice, kind)
2. necessary (important)
3. badly (critically)
4. ended (finished)
5. leave

(T.J. - Other answers may be acceptable.)

Skills Check 2

PART A
1. b.
2. b.
3. a.
4. b.
5. b.
6. b.
7. b.

PART B
1. miles (hours)
2. oven
3. burning (afire)
4. hammer
5. gas (fuel)
6. listen (attend, pay attention)
7. expensive
8. reason (excuse, purpose)
9. police

(T.J. - Other answers may be acceptable.)

PART C
1. relevant (useful)
2. put out (kill)
3. try (attempt)
4. useless
5. exhausted (finished, gone, used up)

(T.J. - Other answers may be acceptable.)

GENERIC SKILLS

•

LISTENING

II B - INFERENCES

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ____________

GENERIC SKILL Make inferences from information in an oral selection

PREREQUISITE SKILL UNITS L II A

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Identify what additional information you would like to know after hearing a conversation.				
2. Make an inference from given statements.				
3. Choose the best conclusion which can be reached by using facts from an oral selection.				
4. State a prediction based on information given in a selection.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

Use audiotape, Tape 4 Side A SI IIB Inferences.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(4) PART A 1

1. a. ______________________________

   b. ______________________________

2. a. ______________________________

   b. ______________________________

(4) PART B 2

1. ______________________________

   ____

2. ______________________________

   ____

(2) PART C 3

1. ______________________________

2. ______________________________

(4) PART D 4

1. ______________________________

   ____

2. ______________________________

   ____

Learning Resources

MEDIA	TITLE	OBJECTIVE 1	2	3	4	5	6	7	8
TP	EPC Listening Progress			✓					
	Lab Tape 16, Side 1, 2								
TP	EDL Listen and Think E			✓					
W	Lesson 15								
TP	EDL Listen and Think E	✓							
W	Lesson 7								
TP	EPC Listening Progress	general							
	Lab Tape 19, Side 1, 2								
TP	EDL Listen and Think E	general							
W	Lesson 13								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	13/14	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Use audiotape, Tape 12 Side A SC1 IIB Inferences.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(4) PART A

1

1. a. ______________________________

b. ______________________________

2. a. ______________________________

b. ______________________________

(2) PART B

2

1. ______________________________

____

2. ______________________________

____

(2) PART C

3

1. ______________________________

____

2. ______________________________

____

(6) PART D

4

1. ______________________________

____

2. ______________________________

3.

Skills Check 2

SCORE	CRITERION	DECISION
	15/16	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Use audiotape, Tape 12 Side B SC2 IIB Inferences.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(4) PART A 1

1. a. ____________________

b. ____________________

2. a. ____________________

b. ____________________

(4) PART B 2

1. ____________________

____

2. ____________________

____

(2) PART C 3

1. ____________________

2. ____________________

(6) PART D 4

1. ____________________

____

2. ______________________________

____

3. ______________________________

____

Answer Key

Skills Inventory

PART A

Student answers may vary. Have your instructor judge your answers. Here are some suggested answers.

1. a. Price.
   b. Age of the house.
   c. Number of bedrooms.
   d. If there is a garage.
2. a. Name of the movie.
   b. The stars.
   c. The story or plot.
   d. Admission price.

PART B

1. The boss will probably fire Jim.
2. Les is probably becoming an alcoholic.

PART C

1. c.
2. b.

PART D

Answers may vary. Discuss your answer with your instructor or another student.

Skills Check 1

PART A

Answers may vary. Have your instructor check your answers. Here are some possible answers.

1. a. The price.
   b. Length of warranty.
   c. Number of passengers it will seat.
   d. Automatic or standard.
2. a. Her age.
   b. Her education.
   c. Her experience in this type of work.
   d. Previous jobs.

PART B

1. Jack should have been more careful because he started a forest fire.
2. The fishermen were drowned.

PART C

1. b.
2. c.

PART D

1. Starfire injured his foot in a fox hole.
2. The strings broke on her bathing suit (or it came off).
3. Bob will get the job as supervisor.

(T.J.-Answers in all parts may vary.)

Skills Check 2

PART A

Student answers in this section may vary. Have your instructor check your answers. Here are some suggested answers.

1. a. Prices of meals or special items.
   b. The name of the restaurant.
   c. Specialties of the restaurant.
   d. Entertainment, if any.
   e. Quality of service.
2. a. The name of the resort.
   b. Its location.
   c. The cost of a room.
   d. Services it provides.

PART B

1. He wanted to be able to show his friends how many fish he caught.
2. Amy was severely burned from the sun lamp.

PART C

1. b.
2. c.

PART D

1. A surprise going away party was awaiting Veronica when she got back.
2. The old man took in the dog.
3. The man tried to rob the bank.

(T.J. - Answers in all parts may vary.)

GENERIC SKILLS

•

LISTENING

III B - ASSESSING SPEAKER & CONTENT

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ______

GENERIC SKILL Evaluate a speaker and speech content using given criteria

______

PREREQUISITE SKILL UNITS L III A

______

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Evaluate a speaker's attitude using given criteria.				
2. Evaluate a speaker using given criteria.				
3. Evaluate a speaker's content using given criteria.				

INSTRUCTOR'S COMMENTS ______

______

______

______

DATE COMPLETED ______ INSTRUCTOR'S INITIALS ______

Skills Inventory

OBJECTIVE NUMBER

Use audiotape, Tape 5 Side B SI IIIB Assessing Speaker and Content.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(10) PART A 1

Check list for judging a speaker's attitude. Answer "Yes" or "No" after each question.

	1st Selection	2nd Selection
1. Does the speaker use sarcasm?		
2. Does the speaker seem nervous?		
3. Does the speaker seem over-eager?		
4. Does the speaker seem insincere?		
5. Does the speaker seem uncertain about his subject?		
6. Does the speaker talk down to the audience?		
7. Does the speaker boast?		
8. Does the speaker lack enthusiasm?		
9. Does the speaker have a confident and relaxed attitude?		
10. Is the speaker interested and aware of his audience?		

(5) PART B 2

Check list for judging a speaker. Answer "Yes" or "No" after each question.

	1st Selection	2nd Selection
1. Does the speaker reveal his prejudice?		
2. Is he qualified to speak on the subject?		
3. Is he up-to-date and well informed?		
4. Does he contradict himself?		
5. Does the speaker use propaganda devices?		

(4) PART C 3

Check list for judging a speaker's content. Answer "Yes" or "No" to each question.

	1st Selection	2nd Selection
1. Is the main idea clear?		
2. Are all the facts relevant?		
3. Are his ideas based mainly on facts?		
4. If he has opinions, are they reasonable?		

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
TP	EPC Listening Progress		general						
	Lab Tape 20, Side 1, 2								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	17/19	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Use audiotape, Tape 15 Side A SC1 IIIB Assessing Speaker and Content.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(10) PART A

1

		1st Selection	2nd Selection
1.	Does the speaker use sarcasm?		
2.	Does the speaker seem nervous?		
3.	Does the speaker seem over-eager?		
4.	Does the speaker seem insincere?		
5.	Does the speaker seem uncertain about his subject?		
6.	Does the speaker talk down to the audience?		
7.	Does the speaker boast?		
8.	Does the speaker lack enthusiasm?		
9.	Does the speaker have a confident and relaxed attitude?		
10.	Is the speaker interested and aware of his audience?		

(5) PART B 2

Check list for judging a speaker. Answer "Yes" or "No" after each question.

	1st Selection	2nd Selection
1. Does the speaker reveal his prejudice?		
2. Is he qualified to speak on the subject?		
3. Is he up-to-date and well informed?		
4. Does he contradict himself?		
5. Does the speaker use propaganda devices?		

(4) PART C 3

Check list for judging a speaker's content. Answer "Yes" or "No" to each question.

	1st Selection	2nd Selection
1. Is the main idea clear?		
2. Are all the facts relevant?		
3. Are his ideas based mainly on facts?		
4. If he has opinions, are they reasonable?		

Skills Check 2

SCORE	CRITERION	DECISION
	17/19	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Use audiotape, Tape 15 Side B SC2 IIIB Assessing Speaker and Content.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(10) PART A

1

Check list for judging a speaker's attitude. Answer "Yes" or "No" after each question.

	1st Selection	2nd Selection
1. Does the speaker use sarcasm?		
2. Does the speaker seem nervous?		
3. Does the speaker seem over-eager?		
4. Does the speaker seem insincere?		
5. Does the speaker seem uncertain about his subject?		
6. Does the speaker talk down to the audience?		
7. Does the speaker boast?		
8. Does the speaker lack enthusiasm?		
9. Does the speaker have a confident and relaxed attitude?		
10. Is the speaker interested and aware of his audience?		

(5) PART B 2

Check list for judging a speaker. Answer "Yes" or "No" after each question.

	1st Selection	2nd Selection
1. Does the speaker reveal his prejudice?		
2. Is he qualified to speak on the subject?		
3. Is he up-to-date and well informed?		
4. Does he contradict himself?		
5. Does the speaker use propaganda devices?		

(4) PART C 3

Check list for judging a speaker's content. Answer "Yes" or "No" to each question.

	1st Selection	2nd Selection
1. Is the main idea clear?		
2. Are all the facts relevant?		
3. Are his ideas based mainly on facts?		
4. If he has opinions, are they reasonable?		

Answer Key

Skills Inventory

PART A

Check list for judging a speaker's attitude. Answer "Yes" or "No" after each question.

		1st Selection	2nd Selection
1.	Does the speaker use sarcasm?	No	Yes
2.	Does the speaker seem nervous?	No	No
3.	Does the speaker seem over-eager?	No	Yes/No
4.	Does the speaker seem insincere?	No	Yes/No
5.	Does the speaker seem uncertain about his subject?	No	No
6.	Does the speaker talk down to the audience?	No	No
7.	Does the speaker boast?	No	Yes
8.	Does the speaker lack enthusiasm?	No	No
9.	Does the speaker have a confident and relaxed attitude?	Yes	Yes
10.	Is the speaker interested and aware of his audience?	Yes	Yes

PART B

Check list for judging a speaker. Answer "Yes" or "No" after each question.

		1st Selection	2nd Selection
1.	Does the speaker reveal his prejudice?	Yes	No
2.	Is he qualified to speak on the subject?	No	Yes
3.	Is he up-to-date and well-informed?	Yes	No

	1st Selection	2nd Selection
4. Does he contradict himself?	Yes	Yes
5. Does the speaker use propaganda devices?	Yes	No

PART C

Check list for judging a speaker's content. Answer "Yes" or "No" to each question.

	1st Selection	2nd Selection
1. Is the main idea clear?	Yes	Yes
2. Are all the facts relevant?	Yes	No
3. Are his ideas based mainly on facts?	Yes	No
4. If he has opinions, are they reasonable?	Yes	Yes/No

Skills Check 1

PART A

Check list for judging a speaker's attitude. Answer "Yes" or "No" after each question.

	1st Selection	2nd Selection
1. Does the speaker use sarcasm?	No	Yes
2. Does the speaker seem nervous?	No	No
3. Does the speaker seem over-eager?	No	No
4. Does the speaker seem insincere?	No	No
5. Does the speaker seem uncertain about his subject?	No	No
6. Does the speaker talk down to the audience?	No	No
7. Does the speaker boast?	No	Yes

	1st Selection	2nd Selection
8. Does the speaker lack enthusiasm?	No	No
9. Does the speaker have a confident and relaxed attitude?	Yes	Yes
10. Is the speaker interested and aware of his audience?	Yes	Yes

PART B

Check list for judging a speaker. Answer "Yes" or "No" after each question.

	1st Selection	2nd Selection
1. Does the speaker reveal his prejudice?	Yes	No
2. Is he qualified to speak on the subject?	Yes	No
3. Is he up-to-date and well-informed?	Yes	No
4. Does he contradict himself?	Yes	Yes
5. Does the speaker use propaganda devices?	Yes	No

PART C

Check list for judging a speaker's content. Answer "Yes" or "No" to each question.

	1st Selection	2nd Selection
1. Is the main idea clear?	Yes	Yes
2. Are all the facts relevant?	Yes or No	No
3. Are his ideas based mainly on facts?	No	No
4. If he has opinions, are they reasonable?	Yes	No

Skills Check 2

PART A

Check list for judging a speaker's attitude. Answer "Yes" or "No" after each question.

		1st Selection	2nd Selection
1.	Does the speaker use sarcasm?	Yes	Yes
2.	Does the speaker seem nervous?	No	No
3.	Does the speaker seem over-eager?	No	No
4.	Does the speaker seem insincere?	No	No
5.	Does the speaker seem uncertain about his subject?	No	No
6.	Does the speaker talk down to the audience?	No	Yes
7.	Does the speaker boast?	Yes	No
8.	Does the speaker lack enthusiasm?	No	No
9.	Does the speaker have a confident and relaxed attitude?	Yes	Yes
10.	Is the speaker interested and aware of his audience?	Yes	Yes/No

PART B

Check list for judging a speaker. Answer "Yes" or "No" after each question.

		1st Selection	2nd Selection
1.	Does the speaker reveal his prejudice?	Yes	No
2.	Is he qualified to speak on the subject?	Yes	No
3.	Is he up-to-date and well-informed?	No	Yes
4.	Does he contradict himself?	Yes	No
5.	Does the speaker use propaganda devices?	Yes	Yes

PART C

Check list for judging a speaker's content. Answer "Yes" or "No" to each question.

	1st Selection	2nd Selection
1. Is the main idea clear?	Yes	Yes
2. Are all the facts relevant?	No	No
3. Are his ideas based mainly on facts?	No	No
4. If he has opinions, are they reasonable?	No	No

GENERIC SKILLS

●

LISTENING

I C - MAIN IDEA

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ________

GENERIC SKILL Derive the main idea from a spoken statement of several sentences

PREREQUISITE SKILL UNITS L I B

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Identify the main idea from a given speech which has just one main idea. 2. State the most important question which a speaker wants answered. 3. Identify the main outcome expected from spoken directions. 4. State the main idea from a spoken statement of several sentences. 5. Identify several important ideas contained in a speech.				

INSTRUCTOR'S COMMENTS ________

DATE COMPLETED ________ INSTRUCTOR'S INITIALS ________

Skills Inventory

OBJECTIVE NUMBER

Use audiotape, Tape 1 Side A SI IC MAIN IDEA.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(1) PART A

1. ____________________ 1

(2) PART B

1. ____ 2
2. ____

(2) PART C

1. ____ 3
2. ____

(4) PART D

1. ____ 4
____
2. ____
____

(6) PART E

1. ____ 5
____
2. ____
____
3. ____
____

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
TP	EDL Listen and Read EA	✓							
W	Lesson 7								
TP	EDL Listen and Think E	✓				✓			
W	Lesson 1 and 2								
TP	EPC Listening Progress								
	Lab Tape 11, Side 1	general							
TP	EDL Listen and Read EA								
W	Lesson 5	general							

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

BJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	14/15	Y N TJ

DATE ____________________

OBJECTIVE NUMBE

Use audiotape, Tape 8 Side A SC1 IC MAIN IDEA.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(1) PART A

1. ______________________________ 1

(2) PART B

1. ______________________________ 2
2. ______________________________

(2) PART C

1. ______________________________ 3
2. ______________________________

(4) PART D

1. ______________________________ 4
____
2. ______________________________
____

(6) PART E

1. ______________________________ 5
____
2. ______________________________
____

3. ______________________________

____

Skills Check 2

SCORE	CRITERION	DECISION
	14/15	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Use audiotape, Tape 8 Side B SC2 IC MAIN IDEA.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(1) PART A

1. ____________________ 1

(2) PART B

1. ____ 2
2. ____

(2) PART C

1. ____ 3
   ____
2. ____
   ____

(4) PART D

1. ____ 4
   ____
2. ____
   ____

(6) PART E

1. ____ 5

2. ____________________

3. ____________________

Answer Key

Skills Inventory

PART A

1. b

PART B

1. Can you do the flowers for the wedding?
2. Can you fix my headlight right away?

PART C

1. You will have a triangle.
2. The work will go faster and save time and money.

PART D

1. The speaker is afraid of the dark.
2. Clothes nowadays are poorly constructed.

PART E

1. Exercise helps keep your body trim and fit.
2. Exercise helps increase your energy.
3. Exercise improves your health.

(T.J. - Other answers with similar wording may be acceptable.)

Skills Check 1

PART A

1. b

PART B

1. Do I get my money back?
2. Why did they break up anyway?

PART C

1. The trees will live and grow.
2. The floor will be smooth.

PART D

1. Stalling one's car is a frustrating experience.
2. Women are beginning to play a larger role in the Canadian Armed Forces.

PART E

1. Clear-cutting leaves large open messy places.
2. Most of the clear cut areas are reforested.
3. Scarification is another process of reforestation.

(T.J. - Other answers with similar wording may be acceptable.)

Skills Check 2

PART A

1. b

PART B

1. Would you take a trade on my boat motor?
2. What is the name of the lake?

PART C

1. He would be back where he started. He would have gone around the block.
2. Mrs. Weston will be satisfied with her hairdo.

PART D

1. The speaker says he thinks one of the biggest causes of problems in marriage comes from a lack of a sense of humor.
2. Some new alternatives are needed to improve or change the apprentice system.

PART E

1. Planning is a good way to save.
2. Learn to cook and enjoy low cost meat and protein foods.
3. Learn to enjoy nutritious foods instead of expensive snacks.

(T.J. - Other answers with similar wording may be acceptable.)

GENERIC SKILLS

•

LISTENING

II C - SPEAKER'S INTENT

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherches et de
développement en formation

Skills Record

DATE ____________

GENERIC SKILL Interpret speaker's intent from content, tone, manner and attitude

PREREQUISITE SKILL UNITS L II B

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Identify courteous and discourteous words contained in a conversation.				
2. Identify words and phrases used by a speaker that suggest his strong feelings about his topic.				
3. State what action you should take on the basis of a speaker's message and his tone of voice and manner.				
4. State how a speaker's tone and manner indicate his feelings about: a. his topic, b. the person spoken to, c. another person.				
5. State the purpose of a speaker's message.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

Use audiotape, Tape 4 Side B SI IIC Speaker's Intent.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(4) PART A

1

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

(4) PART B

2

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

(3) PART C

3

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____

(5) PART D 4

1. a. How does the man feel about courage? ____________

____

b. How does the man feel about his son? ____________

____

c. What does the man feel about bullies? ____________

____

2. a. How does the speaker feel about working mothers?

____

b. How does the speaker feel about Gladys? ____________

____

(6) PART E 5

Choose one of these purposes for each of the messages you heard.

a. to inform
b. give directions
c. ask a question
d. give a warning
e. make a request

1. ______________________

2. ______________________

3. ______________________

4. ______________________

5. ______________________

6. ______________________

Learning Resources

MEDIA	TITLE	OBJECTIVE 1	2	3	4	5	6	7	8
TP	EDL Listen and Think E					✓			
W	Lesson 13								
I	The instructor may need to								
	assist students with								
	Objectives 1-5. The Skills								
	Inventory tape could be								
	used as stimulus for a								
	group or class discussion.								

MEDIA CODE -

T - TEXTBOOK
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FS - FILMSTRIP

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WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	19/21	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Use audiotape, Tape 13 Side A SC1 IIC Speaker's Intent.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(4) PART A — 1

1. ____

____

2. ____

____

3. ____

____

4. ____

____

(5) PART B — 2

1. ____
2. ____
3. ____
4. ____
5. ____

(3) PART C — 3

1. ____

____

2. ____

____

3. ____

____

(4) PART D 4

1. a. How does the speaker feel about her job? ________

   ____

   b. How does she feel about the listener? ________

   ____

2. a. How does the speaker feel about the sales record?

   ____

   b. How does he feel about the listener? ________

   ____

(5) PART E 5

Purposes

a. to inform
b. give directions
c. ask a question
d. given a warning
e. make a request

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Skills Check 2

SCORE	CRITERION	DECISION
	21/23	Y N TJ

DATE ________________

OBJECTIVE NUMBER

Use audiotape, Tape 13 Side B SC2 IIC Speaker's Intent.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(4) PART A 1

1. ________________
2. ________________
3. ________________
4. ________________

(6) PART B 2

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________

(4) PART C 3

1. ________________
2. ________________
3. ________________
4. ________________

(4) PART D 4

1. a. What is the speaker's attitude about the work?

____

b. What is his attitude to the listener? __________

____

2. a. What is the speaker's attitude to the work?

____

b. What is his attitude to Harvey? __________

____

(5) PART E 5

Purposes

a. to inform
b. give directions
c. ask a question
d. give a warning
e. make a request

1. ______________

2. ______________

3. ______________

4. ______________

5. ______________

Answer Key

Skills Inventory

PART A
(Student should have 2 of these per item.)
1. excuse me, please, appreciate some help
2. sorry for the inconvenience, thank you, look forward to
3. crazy, twirp, screws loose, head rattles
4. bud, run right over you, sissies

PART B
(Student asked for two per item.)
1. old geezer, big mouth, go back home
2. colourful, dear, happy
3. dingbat, dumb dame
4. sleek, shiny, powerful, smooth, fast

PART C
1. The speaker expects the person to be ready on time.
2. The speaker expects the driver to slow down.
3. The speaker expects some help in preparing dinner, or to be taken out.

PART D
(T.J.)
1. a. It takes more courage to be gentle than it does to be tough.
   b. He seems to feel kindness and understanding and has a desire to help his son learn an important lesson.
   c. He feels that bullies are trying to make themselves feel important and people should feel sorry for them.
2. a. The speaker feels that each person has to make her own decision based on the needs of her family.
   b. The speaker feels that Gladys is rude and narrow-minded and she should be more tolerant with her comments.

PART E
(T.J. - Answers may vary.)
1. to inform, make a request
2. to inform
3. to inform, make a request
4. give warning
5. give directions
6. ask questions

Skills Check 1

PART A (2 of these per item)
1. I'd be glad, please, be careful
2. please, sir, fine, thank you, good afternoon
3. so what, pain in the neck, get it, dodo
4. buster, who do you think you are, little runt, get me?

PART B
1. stupid, damned thing
2. terrific, superb
3. blasted, boring junk
4. hate, boring
5. appreciate, great

PART C
1. The speaker expects you to hurry up and get the job done.
2. Look again in the file for the invoice.
3. The speaker expects to be taken out for dinner and a movie.

PART D

(T.J.)

1. a. She feels her job is very important.
   b. She is treating the other person as if he wasn't smart enough to understand her work.
2. a. The speaker feels the sales record was poor.
   b. He was satisfied with the listener's work.
   c. He was disappointed in Phil and Dave.

PART E

(Answers may vary.)

1. make a request, inform, ask a question
2. ask a question
3. make a request
4. to inform
5. give a warning

Skills Check 2

PART A

1. please, thanks a lot
2. please, sir, we'll be happy
3. stupid, get over to, if you think you can manage it
4. get lost, stupid questions, quit bugging me

PART B

1. saw red, blew up
2. lovely, enjoy
3. what difference does it make, who's going to notice, nobody pays attention
4. terrific, happy about it
5. confuses me, don't understand
6. I don't care, no matter what

PART C

1. The speaker expects you not to push the button.
2. The speaker expects you to come to the meeting.
3. The speaker expects to be picked up on time.
4. The speaker expects you to slow down.

PART D

(T.J.)

1. a. He thinks the work is being done in the wrong way.
   b. He has little respect for his listener's ability or judgement.
2. a. He does not want to do it.
   b. He dislikes working with Harvey.

PART E

(Answers may vary.)

1. give directions, to inform
2. ask a question, make a request
3. make a request, to inform
4. give a warning, to inform
5. to inform, give directions

GENERIC SKILLS

●

LISTENING

I D - RECALLING DETAILS

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ____________

GENERIC SKILL Recall details from a spoken statement of several sentences

PREREQUISITE SKILL UNITS L I C

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Identify statements based on given speech as being true or false.				
2. Answer "who", "what", "where", "when" and "why" questions based on spoken information.				
3. List facts from an oral statement which support the main idea.				
4. List directions that were given by a speaker.				
5. List questions which a speaker asked.				
6. Identify the correct order in which a number of events occurred, basing the order on a spoken description of the events.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

Use audiotape, Tape 2 Side B SI ID Recalling Details.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(5) PART A — 1

1. a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

(7) PART B — 2

1. a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

2. a. ____________________

   b. ____________________

   c. ____________________

(6) PART C — 3

1. Main idea: ____________________

   ____

   a. ____________________

   b. ____________________

   c. ____________________

2. Main idea: ____________________

2. ____________________

a. ____________________

b. ____________________

c. ____________________

(4) PART D 4

1. a. ____________________

b. ____________________

c. ____________________

d. ____________________

2. a. ____________________

b. ____________________

c. ____________________

d. ____________________

(6) PART E 5

1. a. ____________________

b. ____________________

c. ____________________

2. a. ____________________

b. ____________________

c. ____________________

(6) PART F

6

_______ Car had flat tire.

_______ Hotel burned down.

_______ Groom couldn't find keys.

_______ Flowers delivered to wrong house.

_______ Bridesmaid rips dress.

_______ Tomato juice spills.

Learning Resources

MEDIA	TITLE	OBJECTIVE 1	2	3	4	5	6	7	8
TP	EDL Listen and Think E		✓	✓					
W	Lesson 5								
TP	EPC Listening Progress		✓						
	Lab Tape 6, Side 1								
TP	EDL Listen and Think E						✓		
W	Lesson 3								
TP	EPC Listening Progress Lab						✓		
	Tape 10, Side 1, 2								
TP	EPC Listening Progress	general							
	Lab Tape 9, Side 1, 2								
TP	EPC Listening Progress	general							
	Lab Tape 11, Side 1								
TP	EDL Listen and Read EA				✓				
W	Lesson 10								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

BJECTIVE UMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	31/34	Y N TJ

DATE ______________________

OBJECTIVE NUMBE

Use audiotape, Tape 9 Side A SC1 ID Recalling Details.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(5) PART A — 1

1. a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________
   e. ______________________________

(7) PART B — 2

1. a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________
2. a. ______________________________
   b. ______________________________
   c. ______________________________

(6) PART C — 3

1. Main idea: ______________________________
   ____
   a. ______________________________
   b. ______________________________

c. ____________________

2. Main idea: ____________________

____

a. ____________________

b. ____________________

c. ____________________

(4) PART D

4

1. a. ____________________

b. ____________________

c. ____________________

d. ____________________

(6) PART E

5

1. a. ____________________

b. ____________________

c. ____________________

2. a. ____________________

b. ____________________

c. ____________________

(6) PART F

6

________ Sleeve rips on blouse.

________ Lunch tray spills on floor.

________ Size 12 blouses are all sold out.

________ Driver's licence not in wallet.

________ Dressing room locks from outside.

________ Anxious driver runs into car bumper.

Skills Check 2

SCORE	CRITERION	DECISION
	31/34	Y N TJ

DATE ______________________

OBJECTIVE NUMBER

Use audiotape, Tape 9 Side B SC2 ID Recalling Details.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(5) PART A 1

a. ______________________________________

b. ______________________________________

c. ______________________________________

d. ______________________________________

e. ______________________________________

(7) PART B 2

1. a. ________________________________

   b. ________________________________

   c. ________________________________

   d. ________________________________

2. a. ________________________________

   b. ________________________________

   c. ________________________________

(6) PART C 3

1. Main idea: ____________________________

   ____

   a. ________________________________

   b. ________________________________

c. ____________________

2. Main idea: ____________________

____

a. ____________________

b. ____________________

c. ____________________

(4) PART D 4

1. a. ____________________

b. ____________________

c. ____________________

d. ____________________

(6) PART E 5

1. a. ____________________

b. ____________________

c. ____________________

2. a. ____________________

b. ____________________

c. ____________________

(6) PART F 6

_____ Take bus tour of countryside.

_____ John plans trip with travel agent.

_____ Indulge in Spanish supper.

_____ Surprises wife with travel plans.

_____ Pack luggage.

_____ Sun tan on beach.

Answer Key

Skills Inventory

PART A

1. a. T.
   b. F.
   c. T.
   d. F.
   e. T.

PART B

1. a. 20 years
   b. He was curious to see if his home town was the same as he remembered it.
   c. Sandy Bay
   d. On a tree in the park
2. a. A spokesman for the Hudson Bay Mining and Smelting Company
   b. The announcement was that women will be employed in surface-mining operations.
   c. The mines are in Northern Manitoba in Flin Flon and Snow Lake.
   d. The women will work in mills, copper smelter, machine shop, construction, warehouse and security services.

PART C

1. a. Do not move the injured person.
   b. Only move the person if he may be in further danger.
   c. Have someone go for a doctor while you apply first aid.
2. Any 3 of the following answers may be correct.
   a. Do not panic.
   b. Do not try to swim to the person to rescue him.
   c. Throw him a life jacket.
   d. If a life jacket is not available, throw him a rope, a piece of clothing or a boat paddle.

PART D

1. a. Have the victim lie down to prevent fainting.
   b. Press a clean piece of cloth against the wound.
   c. Press firmly with your whole hand.
   d. If the dressing becomes heavily drenched with blood, keep applying new dressings on top of the old one until the bleeding has stopped.
2. a. When the bleeding has stopped, bandage the whole dressing on firmly but not too tightly.
   b. Try to get the person to a doctor.
   c. Let the doctor clean and treat the wound.
   d. Watch for signs of shock.

PART E

1. a. What type of work did you do there?
   b. How long did you work there?
   c. Why did you leave?
2. a. Have you ever looked after petty cash before?
   b. Are you familiar with banking forms?
   c. Did you ask how to use the calculator?

PART F

4 Car had flat tire.

6 Hotel burned down.

5 Groom couldn't find keys.

1 Flowers delivered to wrong house.

2 Bridesmaid rips dress.

3 Tomato juice spills.

(TJ - Other answers with similar wording for Parts B - E may be acceptable.)

Skills Check 1

PART A

1. a. T.
   b. F.
   c. T.
   d. F.
   e. T.

PART B

1. a. An interview.
   b. Friday at 3 o'clock.
   c. Toronto Building.
   d. Mr. Enright.
2. a. A placement counselor for Lighthouse.
   b. It's an organization to help with job placement for the blind.
   c. The main function is to assist the recently blinded to relearn the skills they will need.

PART C

1. Any 3 of the following answers may be correct.
   a. Numbers for fire and police are listed in the main part of your telephone book.
   b. It usually takes too long to look up these numbers in an emergency.
   c. Fire and police numbers are usually listed on the inside cover of your telephone book under "Emergency Numbers".
   d. It is a good idea to write a list of other important numbers and tape them in the front of your book.
2. Any 3 of the following answers may be correct.
   a. Drivers should abide by the laws which are established for our safety.
   b. Drivers should be more courteous.
   c. Stay alert when you are driving.
   d. If drivers would follow these rules, there would be fewer accidents.

PART D

1. a. Give the child 2 tablespoons of vinegar in a large glass of water.
   b. Give him 2 egg whites.
   c. Do not make him vomit.
   d. Then bring him to the hospital emergency entrance.

PART E

1. a. What type of arrangement did you want?
   b. How much did you want to spend?
   c. How about red and white carnations?
2. a. Did you want your hair washed today?
   b. Do you want a cream rinse?
   c. Did we color your hair last time?

PART F

4 Sleeve rips on blouse.

6 Lunch tray spills on floor.

3 Size 12 blouses are all sold out.

2 Driver's licence not in wallet.

5 Dressing room locks from outside.

1 Anxious driver runs into car bumper.

(TJ - Other answers with similar wording for Parts B - E may be acceptable.)

Skills Check 2

PART A

1. a. F.
   b. T.
   c. F.
   d. T.
   e. T.

PART B

1. a. A brother.
   b. North Bay.
   c. Go shopping.
   d. Catch the 6 o'clock bus.
2. a. A frozen winter morning.
   b. It stalled.
   c. She said she'd stay and honk the horn if he went back to try and start her car.

PART C

1. Any 3 of the following answers may be correct.
   a. Canadians claim they have no time to exercise; it is a poor excuse for their laziness.
   b. Vigorous exercising once in two weeks is a poor way to get in shape since it severely strains the heart.
   c. It is better not to exercise at all unless you follow a regular pattern.
   d. If Canadians would only take 15 minutes out of every day for vigorous exercising, the rewards would certainly be felt.
2. a. The speaker feels that insects ruin any fun you plan to have in summer.
   b. Lying in the sun usually causes sunburn which also ruins summer fun.
   c. When you plan an outing, such as a camping weekend in summer, rain may arrive to spoil your plans.

PART D

1. a. The person discovering the fire should alert the rest of the family.
   b. All persons in the home should leave it immediately.
   c. When everyone is outside, the Fire Department should be phoned from a neighbour's home.
   d. No one should re-enter the home.

PART E

1. a. What is your name?
   b. Why do you want the job?
   c. What kind of qualifications do you have?
2. a. Do you want this cheque cashed?
   b. Have you endorsed it?
   c. Would you like large bills or would 20's be fine?

PART F

5 Take bus tour of countryside.

1 John plans trip with travel agent.

6 Indulge in Spanish supper.

2 Surprises wife with travel plans.

3 Pack luggage.

4 Sun tan on beach.

(TJ - Other answers with similar wording for Parts B - E may be acceptable.)

GENERIC SKILLS

●

LISTENING

I E - NOTE TAKING

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ____________

GENERIC SKILL Record accurately information given orally

PREREQUISITE SKILL UNITS L I D

OBJECTIVES	MET AS DETERMINED BY SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Write down the exact words of a short message given orally. 2. Write the main ideas of a speaker. 3. Write notes on details or facts given by a speaker. 4. Record information given by filling out an order form or other standard information sheet.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

Use audiotape, Tape 3 Side A SI IE Note Taking.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(4) PART A — 1

1. ____
____
____

2. ____
____
____

(11) PART B — 2, 3

1. Main idea: ______________________________
____

Supporting Details

a. ______________________________________
b. ______________________________________
c. ______________________________________

2. Main idea: ______________________________
____

Supporting Details

a. ______________________________________
b. ______________________________________

3. Main idea: ______________________________

____

Supporting Details

a. ______________________________

b. ______________________________

c. ______________________________

(5) PART C 4

Cat. #	Qty.	Color	Size	Description	Item Price	Total

Name ____________________

Address ____________________

Acct. ☐ C.O.D. ☐ Cash ☐

Pick Up ☐ Delivery ☐

Account Number _ _ _ _ _ _ _ _ _

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
TP	EPC Listening Progress	✓							
W	Lab Tape 6, Side 1, 2								
TP	EDL Listen and Write FA	✓							
W	Lesson 9								
TP	EDL Listen and Write FA				✓				
W	Lesson 12								
TP	EPC Listening Progress	general							
	Lab Tape 13, Side 1, 2								
PT	Listening and Note Taking	general							
	McGraw Hill Basic Skills								
	System								

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	19/21	Y N TJ

DATE ______________________

OBJECTIVE NUMBER

Use audiotape, Tape 10 Side A SC1 IE Note Taking.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(4) PART A — 1

1. ______________________

____

____

2. ______________________

____

____

(12) PART B — 2, 3

1. Main idea: ______________________

____

Supporting Details

a. ______________________

b. ______________________

c. ______________________

2. Main idea: ______________________

____

Supporting Details

a. ______________________

b. ______________________

c. ______________________

3. Main idea: ______________________________

____

Supporting Details

a. ______________________________

b. ______________________________

c. ______________________________

(5) PART C 4

Cat. #	Qty.	Color	Size	Description	Item Price	Total

Name ______________________

Address ______________________

Acct. ☐ C.O.D. ☐ Cash ☐

Pick Up ☐ Delivery ☐

Account Number _ _ _ _ _ _ _ _ _ _

Skills Check 2

SCORE	CRITERION	DECISION
	19/21	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Use audiotape, Tape 10 Side B SC2 IE Note Taking.

All directions are on the tape. Put the tape in the recorder and LISTEN. Write your answers here.

(4) PART A 1

1. ____

____

____

2. ____

____

____

(12) PART B 2, 3

1. Main idea: ____________________________

____

Supporting Details

a. ____________________________________

b. ____________________________________

c. ____________________________________

2. Main idea: ____________________________

____

Supporting Details

a. ____________________________________

b. ____________________________________

c. ____________________________________

3. Main idea: ______________________________

____

Supporting Details

a. ______________________________

b. ______________________________

c. ______________________________

(5) PART C 4

Cat. #	Qty.	Color	Size	Description	Item Price	Total

Name ______________________

Address ______________________

Acct. ☐ C.O.D. ☐ Cash ☐

Pick Up ☐ Delivery ☐

Account Number ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Answer Key

Skills Inventory

PART A

1. Mrs. Olson won't be able to make it for lunch. Could you meet her for supper instead, at the Country Inn restaurant?
2. The doctor is on an emergency. I'll have to change John's appointment from 2:00 to 4:30 tomorrow.

PART B

1. Main Idea
   Friends are usually the cause of shooting accidents.
   Supporting Details
   a. Statistics support this conclusion.
   b. Most mishaps occur at close range.
   c. Friends are usually the most dangerous hunting companions.
2. Main Idea
   Most shootings occur from accidental discharges.
   Supporting Details
   a. People don't take enough care when moving guns.
   b. Accidental discharges occur when crawling through the bush, getting out of the car, or falling.
3. Main Idea
   Very few people who take hunter safety classes are involved in accidents.
   Supporting Details
   a. Hunter safety classes are offered to reduce accidents.
   b. They also help young people get off to a good start regarding hunting.
   c. The course also helps adults overcome careless mistakes in handling guns.

PART C

See final page.

(TJ - Other answers with similar wording may be acceptable.)

Skills Check 1

PART A

1. Tell Mr. Arnold his flight is number 90 and leaves Winnipeg International at 8:30 p.m., November 30th.
2. If Ed is really interested in planning that bank job with us, tell him we'll be by the dead end sign near Shank's Alley at midnight tonight.

PART B

1. Main Idea
   Every adult has several personal papers that should be kept in a safe place.
   Supporting Details
   a. Some persons keep their papers in a safety deposit box at the bank.
   b. If the papers are at home, they should be kept in a fireproof metal box.
   c. Some papers should be carried in a wallet whenever you are not at home.
2. Main Idea
   The valuable papers which are kept in your wallet must be readily available.
   Supporting Details
   a. You may need some of these papers frequently; others may not be used very often.
   b. Your birth certificate is an important document that you may not use often.
   c. This is also true in the case of your Social Insurance card.
   d. Your driver's licence and hospitalization card are the papers you will use most often.
3. Main Idea
   Any valuable papers that relate to your house and family should be kept in a fireproof box in your house.

Supporting Details
- a. Insurance policies relating to your home or family should be kept in this box.
- b. Any property deeds or rent contracts should be kept in this box.
- c. Some people also keep marriage certificates or other special papers in the same place.

PART C
See final page.

(TJ - Other answers with similar wording may be acceptable.)

Skills Check 2

PART A
1. Please tell Ed's mother to use half the amount of vinegar in the recipe but double the amount of celery seed.
2. If you're really interested in being alone with me, I'll be at Cooper's Place in the booth, in the dark, at the back, at 8:00.

PART B
1. Main Idea
   Everyone benefits from a yearly vacation.
   Supporting Details
   - a. Everyone needs to break away from his routine work life once a year.
   - b. Some people vacation in winter to escape the cold climate.
   - c. Others take a summer holiday to relax and enjoy the season.
2. Main Idea
   A vacation does not need to be expensive to be worthwhile.
   Supporting Details
   - a. A vacation should offer something different and a chance to recharge dead batteries.
   - b. Even if people stay at home, a vacation is worthwhile if they manage to change their routine.
   - c. If people can break the monotony for a while, spirits revive and they are ready to face their jobs again.
3. Main Idea
   Most people can only tolerate a month's vacation.
   Supporting Details
   - a. After a month, the routine of a holiday or the hectic pace begins to wear on them.
   - b. They long to be productive again.
   - c. They return to their jobs, happy to be part of a system which has a use for them.

PART C
See final page.

(TJ - Other answers with similar wording may be acceptable.)

Skills Inventory

PART C

Cat. #	Qty.	Color	Size	Description	Item Price	Total
3618-193DL	1 pr.	brown #20	2	children's skates	$12.89	$12.89

Name Mrs. T. H. Howe

Address Box 220, Maple Creek

Acct. ☒ C.O.D. ☐ Cash ☐

Pick Up ☒ Delivery ☐

Account Number 3 6 6 9 - 7 1 1 3 6

Skills Check 1

PART C

Cat. #	Qty.	Color	Size	Description	Item Price	Total
36B-1766L	1			wall clock	$14.95	$14.95
766-1988C	1 pr.	black -02	12	winter boots	$19.29	$19.29

Name Mr. O. E. Towers

Address 270 Greenfelt Street

Acct. ☐ C.O.D. ☐ Cash ☒

Pick Up ☐ Delivery ☒

Account Number ___ ___ ___ ___ ___ ___ ___ ___ ___

Skills Check 2 PART C

Cat. #	Qty.	Color	Size	Description	Item Price	Total
TB48169	1 pr.	grey -06	32- 33	slacks	$12.95	$12.95

Name Arthur Pinero

Address Apt. 404, 205 - 10th St. East

Acct. ☒ C.O.D. ☐ Cash ☐

Pick Up ☐ Delivery ☒

Account Number B C X 9 4 2 - 6 8 1 0

GENERIC SKILLS

●

MATHEMATICS

I A - WHOLE NUMBERS

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherches et de
développement en formation

Skills Record

DATE ____________

GENERIC SKILL Count, read, write and round off whole numbers.

PREREQUISITE SKILL UNITS ____________

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Count a set of up to 100 objects and write the number of objects counted.				
2. Identify the value of the place occupied by a given digit in a given 1- to 7-digit whole number.				
3. Identify the value of a given digit in a given 1- to 7-digit whole number.				
4. Read a given 1- to 7-digit whole number and write its name in words.				
5. Write a 1- to 7-digit whole number given the word name of the number.				
6. Arrange a set of whole numbers in ascending or descending order.				
7. Round off a number to the nearest ten, hundred, thousand, ten thousand, hundred thousand, or million.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(1) 1. How many circles are there in the box below? 1

o o o o o o o o o o o o o o o o o o o o o o
o o o o o o o o o o o o o o o o o o o o o o
o o o o o o o o o o o o o o o o o o o o o o o

____

(4) 2. In the number 154,928, name the value of the place occupied by each digit. 2

a. 9 __________ c. 8 __________

b. 5 __________ d. 1 __________

(3) 3. In the number 309,684, 3

a. the 8 represents a value of __________.

b. the 3 represents a value of __________.

c. the 9 represents a value of __________.

(3) 4. Write the following numbers in words: 4

a. 774 ____________________

b. 60,043 ____________________

c. 5,209,000 ____________________

(3) 5. Write as a numeral: 5

a. five hundred and two thousand, eight hundred and seventy

____

b. four hundred and thirteen __________

c. nine million, four thousand and sixty-seven

____

(6) 6. Arrange these numbers in order from smallest to largest. 6

280, 9890, 8980, 890, 8890, 28.

________, ________, ________, ________,

________, ________.

(3) 7. Round off 862,458 to the nearest: 7

a. hundred ____________________

b. thousand ____________________

c. hundred thousand ____________________

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Refresher Mathematics								
	pp. 18-23		✓		✓	✓		✓	
T	Basic Mathematics								
	(Bouman, Lindsay) pp. 1-21		✓	✓	✓	✓		✓	
W	Learning to Compute 2								
	pp. 70-73							✓	
W	Basic Mathematics (Brown)								
	pp. 3-4		✓	✓	✓	✓			
T	Essential Arithmetic								
	pp. 4-9		✓	✓	✓	✓		✓	
	pp. 44-47							✓	
T	Arithmetic for Self-Study								
	pp. 2-6		✓		✓	✓		✓	

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	22/22	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(1) 1. Count the number of dots in the line below. 1

....

(4) 2. Write the value of the place held by the 5 in the following numbers. 2

a. 175,041 ____________________

b. 284,205 ____________________

c. 5,476,232 ____________________

d. 1,457,084 ____________________

(3) 3. In the numeral 1,374,049 3

a. the 7 represents a value of ________________.

b. the 9 represents a value of ________________.

c. the 0 represents a value of ________________.

(3) 4. Write the following numbers in words. 4

a. 263 ______________________________________

b. 6,242 ____________________________________

c. 250,090 __________________________________

(3) 5. Write the following in numerals. 5

a. seventy-one ______________________________

b. four hundred and fifty-five ______________

c. four hundred and three thousand, two hundred and sixty-three

____

(5) 6. Write these numbers in order from smallest to largest. 6

7600, 6700, 670, 760, 6760.

__________, __________, __________, __________, __________

(3) 7. Round off 1,042,635 to the nearest: 7

a. ten ____________________

b. hundred ____________________

c. hundred thousand ____________________

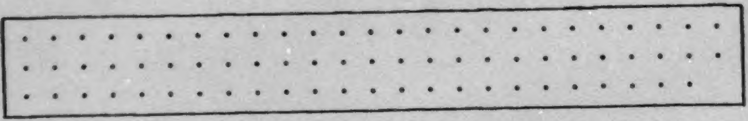
Skills Check 2

SCORE	CRITERION	DECISION
	20/22	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(1) 1. Count the dots in the box below. 1



(4) 2. In the number 7,605,493 name the value of the place that each digit occupies: 2

a. 9 __________ c. 5 __________

b. 6 __________ d. 7 __________

(3) 3. In the numeral 250,100 3

a. the 1 represents a value of ______________.

b. the 5 represents a value of ______________.

c. the 2 represents a value of ______________.

(3) 4. Write these numbers in words. 4

a. 117 ________________________________

b. 2,809 ________________________________

c. 508,040 ________________________________

(3) 5. Write the following in numerals. 5

a. five hundred and thirty ______________

b. one thousand, nine hundred and eighty-one

____

c. six hundred and eighty thousand, two hundred

____

(5) 6. Write these numbers in order from smallest to largest. 6

450, 4500, 540, 454, 545.

________, ________, ________, ________, ________.

(3) 7. Round off 510,748 to the nearest: 7

a. ten ____________________

b. hundred ____________________

c. ten thousand ____________________

Answer Key

Skills Inventory

1. 67
2. a. 100 (hundreds)
   b. 10,000 (ten thousands)
   c. units (ones)
   d. 100,000 (hundred thousand)
3. a. 80
   b. 300,000
   c. 9,000
4. a. seven hundred and seventy-four
   b. sixty thousand and forty-three
   c. five million two hundred and nine thousand
   TJ
5. a. 502,870
   b. 413
   c. 9,004,067
6. 28, 280, 890, 8890, 8980, 9890
7. a. 862,500
   b. 862,000
   c. 900,000

Skills Check 1

1. 50
2. a. 1,000 (thousands)
   b. units (ones)
   c. 1,000,000 (millions)
   d. 10,000 (ten thousands)
   TJ
3. a. 70,000
   b. 9
   c. 000 (zero hundreds)
4. a. two hundred and sixty-three
   b. six thousand, two hundred and forty-two
   c. two hundred and fifty thousand and ninety
   TJ
5. a. 71
   b. 455
   c. 403,263
6. 670, 760, 6700, 6760, 7600
7. a. 1,042,640
   b. 1,042,600
   c. 1,000,000

Skills Check 2

1. 74
2. a. tens (10)
   b. hundred thousands (100,000)
   c. thousands (1000)
   d. millions (1,000,000)
   TJ
3. a. 100
   b. 50,000
   c. 200,000
4. a. one hundred and seventeen
   b. two thousand eight hundred and nine
   c. five hundred and eight thousand and forty
   TJ
5. a. 530
   b. 1981
   c. 680,200
6. 450, 454, 540, 545, 4500
7. a. 510,750
   b. 510,700
   c. 510,000

GENERIC SKILLS

●

MATHEMATICS

II A - NAMING FRACTIONS

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ____________

GENERIC SKILL Identify and write fractions and equivalent fractions.

PREREQUISITE SKILL UNITS ID

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Name the fraction which represents a given number of parts out of a total number of equal parts in a given illustration.				
2. Reduce a fraction to its simplest form (lowest terms).				
3. Write in simplest form the fractional part one number is of another.				
4. Change a given fraction to an equivalent fraction given a new numerator or denominator.				
5. Change: a. an improper fraction to a mixed number or whole number, b. a mixed number or whole number to an improper fraction.				
6. Name the lowest common denominator of a set of common fractions.				
7. Arrange a set of fractions and/or mixed numbers in ascending or descending order.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(3) 1. What fraction of each group of circles is shaded? 1

a. ○ ● ○ ● ○ ● ○

b. ● ● ○ ○ ○ ○ ○ ○ ○ ○

c. ● ● ● ● ● ●

(5) 2. Reduce the fractions to their simplest forms: 2

a. $\frac{12}{15}$ ______ d. $\frac{16}{24}$ ______

b. $\frac{7}{7}$ ______ e. $\frac{60}{18}$ ______

c. $\frac{10}{2}$ ______

(1) 3. Write in simplest form what fractional part 10 dollars is of 16 dollars? 3

______

(4) 4. Write the missing numerator or denominator. 4

a. $\frac{5}{6} = \frac{\_\_}{24}$ c. $\frac{2}{5} = \frac{14}{\_\_}$

b. $\frac{5}{4} = \frac{\_\_}{16}$ d. $\frac{7}{3} = \frac{21}{\_\_}$

(4) 5. Write the following improper fractions as mixed numbers and the mixed numbers as improper fractions: 5

a. $\frac{13}{8}$ ______ c. $2\frac{1}{4}$ ______

b. $\frac{11}{3}$ ______ d. $10\frac{2}{5}$ ______

(4) 6. Name the lowest common denominator for each group of fractions: 6

a. $\frac{1}{3}, \frac{1}{5}$ ______ c. $\frac{5}{8}, \frac{5}{12}$ ______

b. $\frac{3}{4}, \frac{7}{16}$ ______ d. $\frac{4}{9}, \frac{1}{6}, \frac{5}{12}$ ______

(4) 7. Arrange the following in order from smallest to largest. 7

$\frac{3}{4}$, $\frac{5}{6}$, $\frac{2}{3}$, $1\frac{1}{3}$, ____, ____, ____, ____.

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Refresher Mathematics								
	pp. 87-99, 114-117	✓	✓		✓	✓	✓	✓	
	pp. 135-137			✓					
T	Basic Mathematics (Bouman,								
	Lindsay)								
	pp. 135-178		✓		✓		✓		
W	Learning to Compute 1								
	pp. 37-43	✓	✓		✓	✓	✓		
W	Learning to Compute 2								
	pp. 33-44	✓	✓		✓	✓	✓		
W	Basic Mathematics (Brown)								
	pp. 19-21		✓		✓	✓			
T	Essential Arithmetic								
	pp. 90-111	✓	✓	✓	✓	✓		✓	
T	Mathematics in Practice								
	pp. 57-60		✓	✓	✓		✓		
T	Arithmetic for Self-Study								
	pp. 62-108	✓	✓	✓	✓	✓	✓	✓	

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

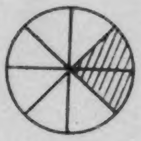
SCORE	CRITERION	DECISION
	25/25	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

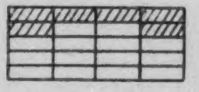
(3) 1. Write the numeral that represents the portion the number of shaded parts is of the total number of equal parts. 1

a.



____

b.



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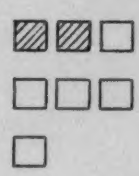
c.



____

(5) 2. Reduce these fractions to their lowest terms. 2

a. $\frac{9}{12}$ ____

b. $\frac{8}{8}$ ____

c. $\frac{12}{3}$ ____

d. $\frac{24}{30}$ ____

e. $\frac{40}{16}$ ____

(1) 3. Write in simplest form what fraction your take-home pay is of your total earnings, if you earn 125 dollars and get a cheque for 100 dollars. 3

____

(4) 4. Write the missing numerator or denominator. 4

a. $\frac{3}{4} = \frac{}{20}$

b. $\frac{7}{5} = \frac{}{25}$

c. $\frac{3}{8} = \frac{12}{}$

d. $\frac{6}{2} = \frac{24}{}$

(4) 5. Write the following improper fractions as mixed numbers and mixed numbers as improper fractions. 5

a. $\frac{9}{8} =$ ____

b. $\frac{7}{3} =$ ____

c. $9\frac{3}{5} =$ ____

d. $12\frac{2}{3} =$ ____

(4) 6. Name the lowest common denominator for each set of fractions. 6

a. $\frac{1}{2}, \frac{1}{5}$ ____ c. $\frac{7}{16}, \frac{1}{20}$ ____

b. $\frac{1}{3}, \frac{1}{12}$ ____ d. $\frac{1}{5}, \frac{4}{9}, \frac{11}{15}$ ____

(4) 7. Arrange the following fractions in order from smallest to largest. 7

$\frac{3}{5}, 2\frac{1}{5}, \frac{8}{15}, \frac{7}{10}.$ ____, ____, ____, ____.

Skills Check 2

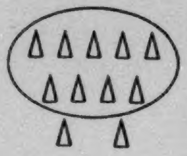
SCORE	CRITERION	DECISION
	23/25	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

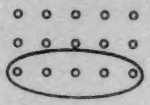
(3) 1. Write the fraction of objects enclosed by the line out of the total number of objects. 1

a.



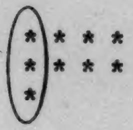
___

b.



___

c.



___

(5) 2. Reduce the following fractions to simplest terms. 2

a. $\frac{3}{15}$ ___

d. $\frac{18}{24}$ ___

b. $\frac{4}{4}$ ___

e. $\frac{30}{12}$ ___

c. $\frac{16}{8}$

(1) 3. Write in simplest form what fraction represents your savings if from a 100 dollar cheque you save 20 dollars. 3

____

(4) 4. Write in the missing numerator or denominator. 4

a. $\frac{5}{5} = \frac{\_\_}{18}$

c. $\frac{1}{6} = \frac{4}{\_\_}$

b. $\frac{5}{2} = \frac{\_\_}{8}$

d. $\frac{8}{3} = \frac{40}{\_\_}$

(4) 5. Change the improper fractions to mixed numbers and mixed numbers to improper fractions. 5

a. $\frac{7}{4} =$ ___

c. $1\frac{4}{5} =$ ___

b. $\frac{28}{27} =$ ___

d. $\frac{8}{3} =$ ___

(4) 6. Write the lowest common denominator for each set of fractions. 6

a. $\frac{1}{3}, \frac{1}{4}$ _____ c. $\frac{7}{18}, \frac{1}{30}$ _____

b. $\frac{4}{15}, \frac{3}{5}$ _____ d. $\frac{5}{6}, \frac{7}{12}, \frac{1}{8}$ _____

(4) 7. Arrange the following fractions in order from smallest to largest. 7

$\frac{5}{8}, 1\frac{1}{4}, \frac{11}{16}, \frac{21}{32}.$ _____, _____, _____, _____.

Answer Key

Skills Inventory

1. a. $\frac{3}{7}$
   b. $\frac{2}{10}$ (or $\frac{1}{5}$)
   c. $\frac{6}{6}$ (or 1)
2. a. $\frac{4}{5}$
   b. 1
   c. 5
   d. $\frac{2}{3}$
   e. $\frac{10}{3}$ (or $3\frac{1}{3}$)
3. $\frac{5}{8}$
4. a. 20
   b. 20
   c. 35
   d. 9
5. a. $1\frac{5}{8}$
   b. $3\frac{2}{3}$
   c. $\frac{9}{4}$
   d. $\frac{52}{5}$
6. a. 15
   b. 16
   c. 24
   d. 36
7. $\frac{2}{3}$, $\frac{3}{4}$, $\frac{5}{6}$, $1\frac{1}{3}$

Skills Check 1

1. a. $\frac{2}{8}$ (or $\frac{1}{4}$)
   b. $\frac{6}{20}$ (or $\frac{3}{10}$)
   c. $\frac{2}{7}$
2. a. $\frac{3}{4}$
   b. 1
   c. 4
   d. $\frac{4}{5}$
   e. $\frac{5}{2}$ (or $2\frac{1}{2}$)
3. $\frac{4}{5}$
4. a. 15
   b. 35
   c. 32
   d. 8
5. a. $1\frac{1}{8}$ c. $\frac{48}{5}$
   b. $2\frac{1}{3}$ d. $\frac{38}{3}$
6. a. 10
   b. 12
   c. 80
   d. 45
7. $\frac{8}{15}$, $\frac{3}{5}$, $\frac{7}{10}$, $2\frac{1}{5}$

Skills Check 2

1. a. $\frac{9}{11}$
   b. $\frac{5}{15}$ (or $\frac{1}{3}$)
   c. $\frac{3}{9}$ (or $\frac{1}{3}$)
2. a. $\frac{1}{5}$
   b. 1
   c. 2
   d. $\frac{3}{4}$
   e. $\frac{5}{2}$ (or $2\frac{1}{2}$)
3. $\frac{1}{5}$
4. a. 18
   b. 20
   c. 24
   d. 15
5. a. $1\frac{3}{4}$ c. $\frac{9}{5}$
   b. $1\frac{1}{27}$ d. $2\frac{2}{3}$
6. a. 12
   b. 15
   c. 90
   d. 24
7. $\frac{5}{8}$, $\frac{21}{32}$, $\frac{11}{16}$, $1\frac{1}{4}$

GENERIC SKILLS

●

MATHEMATICS

III A - MONEY

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ____________

GENERIC SKILL Read, write and round off amounts of money.

PREREQUISITE SKILL UNITS IA

OBJECTIVES	MET AS DETERMINED BY SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Write a given money value (a) using the "$" symbol, given a money value expressed with a "¢" symbol or the word "cents", (b) using the "¢" symbol, given a money value expressed with a "$" symbol or the word "dollars".				
2. Read a given money value less than $10,000.00 and write it in words.				
3. Write, in figures, a given money value less than $10,000.00, given the amount in words.				
4. Round-off an amount of money to the next highest cent.				
5. Write (a) the total value of a given combination of dollars, quarters, dimes, nickels, and cents, (b) the combination of dollars and coins equivalent to a given money value.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(6) 1. a. Rewrite the following using the "$" symbol: 1

75¢ ________ 9 cents ________ 150¢ ________

b. Rewrite these values using the "¢" symbol:

$.81 ________ $\frac{1}{2}$ dollar ________ $2.25 ________

(3) 2. Write the following money amounts in words: 2

a. $.02 ____________________________

b. $3.99 ____________________________

c. $8,903.47 ____________________________

____

(3) 3. Write the following amounts in figures, using the "$" symbol: 3

a. one dollar and five cents ________

b. four hundred and two dollars and twenty cents ______

c. nine thousand and fifty-five dollars ________

(3) 4. Round-off these amounts of money to the next highest cent: 4

a. $1.324 ______ c. $430.5194 ________

b. 65.2¢ ______

(4) 5. a. How much is: 5

i. 4 dimes, 3 nickels, 1 quarter? ______

ii. 3 pennies, two 5-dollar bills, 3 quarters? ____

b. Name the dollar bills and coins required to make up:

i. $1.46 ____________________________

ii. $15.85 ____________________________

Learning Resources

MEDIA	TITLE	OBJECTIVE 1	2	3	4	5	6	7	8
T	Basic Mathematics (Bouman, Lindsay)								
	pp. 187, 195	✓	✓	✓					
	pp. 377-397				✓	✓			

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
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WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

BJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	19/19	Y N TJ

DATE ________________

OBJECTIVE NUMBE

(6) 1. a. Express each of the following amounts using a "$" symbol: 1

64¢ ________ four cents ________ 120¢ ________

b. Express each of the following amounts using the "¢" symbol:

$.40 ________ $\frac{1}{4}$ dollar ________ $1.75 ________

(3) 2. Write the following amounts of money in words: 2

a. $.05 ____

b. $12.60 ______________________________________

c. $7,504.50 ___________________________________

____

(3) 3. Write these values using numbers and the "$" sign. 3

a. nine dollars and two cents ________

b. one hundred and five dollars and sixty cents ______

c. seven thousand and forty-nine dollars __________

(3) 4. Round off the following amounts to the next highest cent: 4

a. $5.691 ________ c. $87.5344 ________

b. 19$\frac{1}{4}$¢ ________

(4) 5. a. What is the total value of 2 quarters, 3 dimes, 1 nickel and 2 pennies? ________ 5

b. How much is 1 dime, 3 nickels, and 5 one dollar bills? ________

c. Name the bills and coins required to make up $3.36.

____

d. What combination of bills and coins is equivalent to $5.95?

Skills Check 2

SCORE	CRITERION	DECISION
	17/19	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(6) 1. a. Write these amounts of money using the "$" symbol: 1

60¢ ________ 8 cents ________ 108¢ ________

b. Write these amounts of money using the "¢" symbol:

$.90 ________ $\frac{3}{4}$ dollar ________ $1.10 ________

(3) 2. Write these amounts of money in words: 2

a. $.40 ____

b. $50.07 ____

c. $4,012.50 ____

____

(3) 3. Write the following amounts in numbers. 3

a. Sixty dollars and twenty cents ________

b. Eight hundred and six dollars and ten cents ______

c. Nine thousand and ninety-nine dollars and nine cents ________

(3) 4. Round off these values to the next highest cent. 4

a. $10.0405 ________ c. $110.252 ________

b. 35.15¢ ________

(4) 5. a. Write the money value of 1 five dollar bill, 2 one dollar bills, 2 quarters, 3 dimes and 2 pennies. ________ 5

b. What is the money value of 3 one dollar bills, 1 quarter, 6 dimes, and 1 nickel? ________

c. What combination of bills and coins would you use to pay a bill of $3.95?

____

d. If you buy an article for $3.69 and pay for it with a five dollar bill, in what combination of money will you expect your change?

____

Answer Key

SKILLS INVENTORY

1. a. $.75 $.09 $1.50
   b. 81¢ 50¢ 225¢

2. a. two cents
   b. three dollars and ninety-nine cents
   c. eight thousand, nine hundred three dollars and forty-seven cents

3. a. $1.05 c. $9055
   b. $402.20

4. a. $1.33 c. $430.52
   b. 66¢

5. a. i. $.80 (eighty cents)
      ii. $10.78
   b. i. one 1-dollar bill, one quarter, two dimes, one penny
      ii. one 10-dollar bill, one 5-dollar bill, three quarters, one dime

(Other answers: TJ)

SKILLS CHECK 1

1. a. $.64 $.04 $1.20
   b. 40¢ 25¢ 175¢

2. a. five cents
   b. twelve dollars and sixty cents
   c. seven thousand, five hundred four dollars and fifty cents

3. a. $9.02 c. $7049.
   b. $105.60

4. a. $5.70 c. $87.54
   b. 20¢

5. a. 87 cents
   b. $5.25
   c. 3 one-dollar bills, 1 quarter, 1 dime, 1 penny
   d. 1 five-dollar bill, 3 quarters, 2 dimes.

(Other answers: TJ)

SKILLS CHECK 2

1. a. $.60 $.08 $1.08
   b. 90¢ 75¢ 110¢

2. a. forty cents
   b. fifty dollars and seven cents
   c. four thousand twelve dollars and fifty cents

3. a. $60.20 c. $9099.09
   b. $806.10

4. a. $10.05 c. $110.26
   b. 36¢

5. a. $7.82
   b. $3.90
   c. three 1-dollar bills, 3 quarters, 2 dimes
   d. one penny, one nickel, one quarter, one 1-dollar bill

(Other answers: TJ)

GENERIC SKILLS

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MATHEMATICS

IV A - FRACTIONS, DECIMALS, PERCENT

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

[illegible]

Skills Record

DATE ______________

GENERIC SKILL Identify percent and convert fractions, decimals and percent.

PREREQUISITE SKILL UNITS IIIE

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Identify the "%" symbol by writing in words a given percentage.				
2. Identify a percent as equivalent to a fraction with 100 as the denominator.				
3. Change (a) a percent to a common fraction or mixed number, (b) a common fraction or mixed number to a percent.				
4. Change (a) a percent to a decimal, (b) a decimal to a percent.				
5. Write without written calculation (a) common fraction and decimal equivalents of 50%, 33 1/3%, 66 2/3%, 25%, 75%, 20%, 40%, 60%, 80%, (b) percent equivalents of the fractions: $\frac{1}{2}, \frac{1}{3}, \frac{2}{3}, \frac{1}{4}, \frac{3}{4}, \frac{1}{5}, \frac{2}{5}, \frac{3}{5}, \frac{4}{5}$ and of equivalent decimals.				

INSTRUCTOR'S COMMENTS ______________

DATE COMPLETED ______________ INSTRUCTOR'S INITIALS ______________

Skills Inventory

OBJECTIVE NUMBER

(1) 1. Write 60% in words. ____________ 1

(2) 2. Check 2 of the following which mean the same as 9%: 2

a. 1:9 ____ b. 9:100 ____ c. 100:9 ____

d. 9:1 ____ e. $\frac{9}{10}$ ____ f. $\frac{1}{9}$ ____

g. $\frac{90}{100}$ ____ h. $\frac{9}{100}$ ____

(8) 3. a. Change to common fractions: 3

5% ________ 42% ________

70% ________ 120% ________

b. Change to percents:

$\frac{3}{20}$ ________ $\frac{16}{25}$ ________

$\frac{5}{8}$ ________ $1\frac{1}{4}$ ________

(8) 4. a. Change to decimal fractions: 4

14% ________ 250% ________

$\frac{1}{2}$% ________ $67\frac{1}{2}$% ________

b. Change to percents:

.9 ________ .375 ________

2 ________ 1.7 ________

(12) 5. Change the following: 5

a. to fractions: 25% ____, $66\frac{2}{3}$% ____, 80% ____

b. to percents: $\frac{1}{3}$ ____, $\frac{1}{2}$ ____, $\frac{2}{5}$ ____

c. to decimals: 25% ____, $33\frac{1}{3}$% ____, 60% ____

d. to percents: .5 ____, .75 ____, .2 ____

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Refresher Mathematics								
	pp. 220-231	✓	✓	✓	✓				
T	Basic Mathematics								
	(Bouman, Lindsay)								
	pp. 249-266	✓	✓	✓	✓				
W	Learning to Compute 1								
	pp. 97-100	✓	✓	✓	✓	✓			
W	Learning to Compute 2								
	pp. 101-113	✓	✓	✓	✓	✓			
W	Basic Mathematics (Brown)								
	pp. 69-78	✓	✓	✓	✓				
T	Essential Arithmetic								
	pp. 208-214	✓	✓	✓	✓	✓			
T	Mathematics in Practice								
	pp. 99-110	✓	✓	✓	✓	✓			
T	Arithmetic for Self-Study								
	pp. 170-174		✓	✓	✓				
	pp. 181-190								
	pp. 214-216								
	pp. 223-226								

MEDIA CODE -

T - TEXTBOOK
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Prescription Sheet

BJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	31/31	Y N TJ

DATE ____________________

OBJECTIVE NUMBE

(1) 1. Write 15% in words. ______________________ 1

(2) 2. Check the 2 expressions which are equivalent to 7%. 2

a. 7:10_____ b. 100:7 _____ c. 7:100 _____

d. 7:1 _____ e. $\frac{1}{7}$ _____ f. $\frac{7}{100}$ _____

g. $\frac{700}{1}$ _____ h. $\frac{70}{100}$ _____

(8) 3. a. Convert to common fractions: 3

5% = ______ 80% = ______ 64% = ______ 140% =______

b. Convert to percents:

$\frac{3}{10}$ = _____, $\frac{4}{50}$ = _____, $\frac{7}{8}$ = _____, $2\frac{3}{4}$ = _____

(8) 4. a. Convert to decimal fractions. 4

23% = _____, 62.5% = _____, $\frac{1}{10}$% = _____, 130% = _____

b. Convert to percents:

16 = _____ .125 = _____ 1.17 = _____ 3 = _____

(12) 5. From memory (without doing any written calculation) change the following: 5

a. to fractions: 50% = _____, $33\frac{1}{3}$% = _____, 60% = _____

b. to percents: $\frac{2}{3}$ = _____, $\frac{1}{4}$ = _____, $\frac{2}{5}$ = _____

c. to decimals: 75% = _____, $66\frac{2}{3}$% = _____, 20% = _____

d. to percents: .5 = _____, .25 = _____, 1.8 = _____

Skills Check 2

SCORE	CRITERION	DECISION
	28/31	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

1) 1. Write 25% in words. ____________________ 1

2) 2. Place check marks after the 2 expressions which are equivalent to 3%. 2

a. 3:10 _____ b. 1:3 _____ c. 100:3 _____

d. 3:100 _____ e. $\frac{1}{3}$ _____ f. $\frac{300}{100}$ _____

g. $\frac{3}{100}$ _____ h. $\frac{3}{10}$ _____

(8) 3. a. Change to common fractions: 3

6% = _____, 85% = _____, 36% = _____, 120% = _____

b. Change to percents:

$\frac{7}{10}$ = _____, $\frac{7}{50}$ = _____, $\frac{1}{6}$ = _____, $1\frac{2}{5}$ = _____

(8) 4. a. Change to decimal fractions: 4

16% = _____, 12.5% = _____, .5% = _____, 250% = _____

b. Change to percents:

.08 = _____, .625 = _____, 1.50 = _____, 5 = _____

(12) 5. From memory (without performing any written calculation) change the following: 5

a. to fractions: 25% = _____, 40% = _____, $66\frac{2}{3}\%$ = _____

b. to percents: $\frac{3}{4}$ = _____, $\frac{1}{3}$ = _____, $\frac{4}{5}$ = _____

c. to decimals: 50% = _____, $33\frac{1}{3}\%$ = _____, 60% = _____

d. to percents: .2 = _____, .75 = _____, .5 = _____

Answer Key

Skills Inventory

1. Sixty percent
2. b, h
3. a. $\frac{1}{20}$; $\frac{21}{50}$; $\frac{7}{10}$; $\frac{6}{5}$
   b. 15%, 64%, 62.5%, 125%
4. a. .14, 2.5, .005, .675 or (.67$\frac{1}{2}$)
   b. 90%, 37$\frac{1}{2}$%, 200%, 170%
5. a. $\frac{1}{4}$, $\frac{2}{3}$, $\frac{4}{5}$
   b. 33$\frac{1}{3}$% 50%, 40%
   c. .25, .33$\frac{1}{3}$, .6
   d. 50%, 75%, 20%

Skills Check 1

1. fifteen percent
2. c, f
3. a. $\frac{1}{20}$, $\frac{4}{5}$, $\frac{16}{25}$, $\frac{7}{5}$
   b. 30%, 8%, 87.5%, 275%
4. a. .23, .625, .001, 1.30
   b. 1600%, 12.5%, 117%, 300%
5. a. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{3}{5}$
   b. 66$\frac{2}{3}$%, 25%, 40%
   c. .75,.66$\frac{2}{3}$, .2
   d. 50%, 25%, 180%

Skills Check 2

1. twenty-five percent
2. d, g
3. a. $\frac{3}{50}$, $\frac{17}{20}$, $\frac{9}{25}$, $\frac{6}{5}$
   b. 70%, 14%, 16$\frac{2}{3}$%, 140%
4. a. .16, .125, .005, 2.5
   b. 8%, 62.5%, 150%, 500%
5. a. $\frac{1}{4}$, $\frac{2}{5}$, $\frac{2}{3}$,
   b. 75%, 33$\frac{1}{3}$%, 80%
   c. .5, .33$\frac{1}{3}$%, .6
   d. 20%, 75%, 50%

GENERIC SKILLS

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MATHEMATICS

V A - UNITS OF MEASURE

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et développement [illegible]

Skills Record

DATE ____________

GENERIC SKILL Identify the common Imperial units of measure and their abbreviations and state relationships between them.

PREREQUISITE SKILL UNITS IA

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Identify seconds, minutes, hours, days, weeks, months, and years as units of time.				
2. Write the name of the unit of time which corresponds to the abbreviation sec. or s., min., hr. or h., da. or d., wk., mo., or yr.				
3. State the equivalent of one given unit of time in terms of another given unit of time.				
4. Identify inches, feet, yards and miles as units of distance.				
5. Write the name of the unit of distance which corresponds to the abbreviation in. or ", ft. or ', yd., or mi.				
6. State the equivalent of one given unit of distance in terms of another given unit of distance.				
7. Identify ounces, pounds and tons as units of weight.				
8. Write the name of the unit of weight which corresponds to the abbreviation oz., lb., or T.				
9. State the equivalent of one given unit of weight in terms of another given unit of weight.				
10. Identify fluid ounces, cups, pints, quarts, and gallons as units of liquid capacity.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
11. Write the name of the unit of capacity which corresponds to the abbreviation fl., oz., pt., qt. or gal. 12. State the equivalent of one given unit of capacity in terms of another given unit of capacity.				

Skills Inventory

OBJECTIVE NUMBER

(8) 1. Check the words below which are units of time: 1

_____ quarts

_____ weeks

_____ months

_____ yards

_____ ounces

_____ minutes

_____ seconds

_____ days

(7) 2. Write the name of the unit which corresponds to each abbreviation: 2

min. ______________

hr. ______________

yr. ______________

da. ______________

mo. ______________

sec. ______________

wk. ______________

(3) 3. Fill in the blanks. 3

a. 1 minute = __________ seconds.

b. 1 day = __________ hours.

c. 1 year = __________ weeks.

(8) 4. Check the words below which are units of distance. 4

_____ yards

_____ pints

_____ pounds

_____ feet

_____ inches

_____ seconds

_____ miles

_____ cups

(6) 5. Write the name of the unit which corresponds to each abbreviation. 5

in. ______________

mi. ______________

' ______________

yd. ______________

ft. ______________

" ______________

(3) 6. Fill in the blanks. 6

a. 1 yard = __________ inches.

b. 1 mile = __________ feet.

c. 1 yard = __________ feet.

(8) 7. Check the words below which are units of weight. 7

_____ gallons

_____ pounds

_____ tons

_____ pints

_____ feet

_____ months

_____ minutes

_____ ounces

(3) 8. Write the name of the unit which corresponds to each abbreviation. 8

lb. _______________

oz. _______________

T. ____________________

(2) 9. Fill in the blanks. 9

a. 1 pound = __________ ounces.

b. 1 ton = __________ pounds.

(8) 10. Check the words below which are units of liquid capacity. 10

_____ weeks

_____ ounces

_____ pints

_____ cups

_____ inches

_____ gallons

_____ quarts

_____ fluid ounces

(5) 11. Write the name of the unit which corresponds to each abbreviation. 11

pt. _______________

gal. _______________

fl. oz. _______________

c. ____________________

qt. ____________________

(3) 12. Fill in the blanks. 12

a. 1 gallon = __________ quarts.

b. 1 pint = __________ fluid ounces (Imperial).

c. 1 cup = __________ fluid ounces (U.S. Measure).

Learning Resources

MEDIA	TITLE	OBJECTIVE											
		1	2	3	4	5	6	7	8	9	10	11	12
T	Refresher Mathematics												
	pp. 406, 298, 401, 392		✓	✓		✓	✓		✓	✓		✓	✓
T	Basic Mathematics (Bouman,												
	Lindsay)												
	pp. 327-375	✓	✓	✓	✓	✓	✓				✓	✓	✓
W	Basic Mathematics (Brown)												
	pp. 79-83				✓								
T	Essential Arithmetic												
	pp. 237-254	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
T	Mathematics in Practice												
	pp. 111-126				✓	✓	✓						
	pp. 169-172							✓	✓	✓	✓	✓	✓

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

BJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	62/62	Y N TJ

DATE ______________

OBJECTIVE NUMBE

(8) 1. Check the words below which are units of time. 1

____ weeks

____ days

____ pints

____ ounces

____ years

____ months

____ seconds

____ yards

(6) 2. Write the name of the unit for which each abbreviation stands. 2

wk. ______________

da. ______________

mo. ______________

min. ______________

sec. ______________

hr. ______________

(3) 3. Fill in the blanks. 3

a. 1 hour = ________ minutes.

b. 1 day = ________ hours.

c. 1 minute = ________ seconds.

(8) 4. Check the words below which are units of distance. 4

____ feet

____ quarts

____ miles

____ yards

____ pounds

____ minutes

____ inches

____ ounces

(6) 5. Write the name of the unit for which each of the following is an abbreviation. 5

mi. ______________

' ______________

yd. ______________

" ______________

in. ______________

ft. ______________

(3) 6. Define the units on the left by filling in the blanks. 6

a. 1 yard = __________ feet.

b. 1 mile = __________ feet.

c. 1 yard = __________ inches.

(8) 7. Check the words below which are units of weight. 7

_____ feet
_____ inches
_____ tons
_____ gallons
_____ pounds
_____ months
_____ ounces
_____ pints

(2) 8. Write the name of the unit for which the abbreviation is given. 8

lb. ____________________ oz. ____________________

(2) 9. Define each unit on the left by stating the number of given units which it is equivalent to. 9

a. 1 pound = __________ ounces.

b. 1 ton = __________ pounds.

(8) 10. Check the words below which are units of liquid capacity. 10

_____ inches
_____ ounces
_____ gallons
_____ pounds
_____ pints
_____ quarts
_____ feet
_____ fluid ounces

(4) 11. Write the name of the unit for which each abbreviation is given. 11

a. qt. _______________ c. gal. _____________

b. fl. oz. ___________ d. pt. _____________

____

(4) 12. Define the units on the left by filling in the blanks. 12

a. 1 pint = __________ fluid ounces (Imperial).

b. 1 gallon = __________ quarts.

c. 1 quart = __________ pints.

d. 1 gallon = __________ fluid ounces.

Skills Check 2

SCORE	CRITERION	DECISION
	56/62	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(8) 1. Place a check mark in front of the words which are units of time. 1

_____ months _____ feet

_____ pounds _____ minutes

_____ seconds _____ hours

_____ weeks _____ pints

(6) 2. Write the name of the unit to which each abbreviation corresponds. 2

wk. ____________________ da. ____________________

hr. ____________________ mo. ____________________

min. ____________________ yr. ____________________

(3) 3. Fill in the blanks. 3

a. 1 hour = __________ min.

b. 1 day = __________ hr.

c. 1 yr. = __________ mo.

(8) 4. Check the words below which are units of distance. 4

_____ ounces _____ feet

_____ pounds _____ gallons

_____ miles _____ pints

_____ inches _____ yards

(6) 5. Write the name of the unit that each abbreviation stands for. 5

yd. ____________________ in. ____________________

' ____________________ ft. ____________________

" ____________________ mi. ____________________

(4) 6. Define each unit on the left by stating the number of given units that it is equal to. 6

a. 1 foot = __________ inches.

b. 1 yard = __________ ft.

c. 1 mile = __________ feet.

d. 1 yard = __________ inches.

(7) 7. Check the words below which are units of weight. 7

_____ cubic inches

_____ gallons

_____ ounces

_____ feet

_____ tons

_____ pounds

_____ months

(2) 8. Write the name of the unit for which each abbreviation is given. 8

oz. ____________________ lb. ____________________

(2) 9. Define each unit on the left by writing the number of given units to which it is equivalent. 9

a. 1 ton = __________ pounds.

b. 1 pound = __________ ounces.

(8) 10. Check the words below which are units of liquid capacity. 10

_____ feet

_____ pints

_____ weeks

_____ gallons

_____ pounds

_____ ounces

_____ fluid ounces

_____ quarts

(4) 11. State the name of the unit for which each abbreviation is given. 11

a. fl. oz. _______________ c. gal. _______________

b. qt. _______________ d. pt. _______________

(4) 12. Fill in the blanks. 12

a. 1 quart = __________ fluid ounces (Imperial).

b. 1 gallon = __________ quarts.

c. 1 quart = __________ pints.

d. 1 pint = __________ fluid ounces (Imperial).

Answer Key

Skills Inventory

1. months, seconds, weeks, minutes, days
2. minute month
   hour second
   year week
   day
3. a. 60
   b. 24
   c. 52
4. yards, inches, miles, feet
5. inch(es) yard(s)
   mile(s) foot (feet)
   foot (feet) inch(es)
6. a. 36
   b. 5,280
   c. 3
7. tons, pounds, ounces
8. pound(s) ton(s)
   ounce(s)
9. a. 16
   b. 2,000
10. cups, quarts, fluid ounces, pints, gallons
11. pint(s) cup(s)
    gallon(s) quart(s)
    fluid ounce(s)
12. a. 4
    b. 20
    c. 8

Skills Check 1

1. weeks, years, seconds, days, months
2. week(s) minute(s)
   day(s) second(s)
   month(s) hour(s)
3. a. 60
   b. 24
   c. 60
4. feet, miles, yards, inches
5. mile(s) inch(es)
   foot (feet) inch(es)
   yard(s) foot (feet)
6. a. 3
   b. 5,280
   c. 36
7. tons, pounds, ounces
8. pound(s) ounce(s)
9. a. 16
   b. 2,000
10. gallons, pints, quarts, fluid ounces
11. a. quart(s) c. gallon(s)
    b. fluid ounce(s) d. pint(s)
12. a. 20 (Imperial)
    b. 4
    c. 2
    d. 160 (Imperial)

Skills Check 2

1. months, seconds, weeks, minutes, hours
2. week(s) day(s)
   hour(s) month(s)
   minute(s) year(s)
3. a. 60
   b. 24
   c. 12
4. miles, inches, feet, yards
5. yard(s) inch(es)
   foot (feet) foot (feet)
   inch(es) mile(s)
6. a. 12
   b. 3
   c. 5,280
   d. 36
7. ounces, tons, pounds
8. ounce(s) pound(s)
9. a. 2,000
   b. 16
10. pints, gallons, fluid ounces, quarts
11. a. fluid ounce(s) c. gallon(s)
    b. quart(s) d. pint(s)
12. a. 40 c. 2
    b. 4 d. 20

GENERIC SKILLS

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MATHEMATICS

VI A - CALCULATOR

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ______

GENERIC SKILL Perform the operations of arithmetic with the aid of an electronic calculator.

PREREQUISITE SKILL UNITS IVB

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. With the aid of a calculator add, subtract, multiply or divide two whole numbers and/or decimals.				
2. With the aid of a calculator simplify an expression which contains 3 to 5 operations and in which symbols of inclusion may be used.				
3. With the aid of a calculator convert a common fraction or mixed number to a decimal equivalent.				
4. With the aid of a calculator multiply or divide one whole number and one common fraction or mixed number				
5. With the aid of a calculator calculate the percent of a number where the percent and/or the number may include a common or decimal fraction.				

INSTRUCTOR'S COMMENTS ______

DATE COMPLETED ______ INSTRUCTOR'S INITIALS ______

Skills Inventory

OBJECTIVE NUMBER

Use a calculator to simplify the following as indicated:

(8) 1. Round answers to four places where required: 1

a. 0.483 + 27.51 + 396 = ________

b. 362 - 47 = ________

c. 3.821 - 0.467 = ________

d. 2.63 x 144 = ________

e. .0067 x 48 = ________

f. 12 x 1.44 x 1.05 = ________

g. 39 ÷ 47 = ________

h. 273.68 ÷ 42.1 = ________

(5) 2. a. 276 - 98.3 + 276 = ________ [to 1 decimal place] 2

b. 16 + 2.364 x 10.8 = ________ [to 4 decimal places]

c. 87 ÷ 3 - 9.08 = ________ [to 2 decimal places]

d. (12.3 + 9)(9.68 - 48 ÷ 5) + 14 ÷ 7 = ________ [to 3 decimal places]

e. (12.7 - 3.76) ÷ 9.083 + 42 x .86 = ________ [to 3 decimal places]

(2) 3. a. Write $\frac{2}{13}$ as a decimal correct to 5 decimal places. ________ 3

b. Write $14\frac{19}{16}$ as a decimal correct to 2 decimal places. ________

(4) 4. a. $1\frac{3}{8}$ of 16 = ________ [to nearest whole number] 4

b. $\frac{17}{16}$ x 2368 = ________ [to nearest one]

c. 469 ÷ $\frac{5}{8}$ = ________ [to nearest $\frac{1}{10}$]

d. $27 \div 1\frac{1}{2} =$ __________ [to nearest whole number]

(4) 5. a. 17.6% of 482 = __________ [to 3 decimal places] 5

b. 76.8% of 378.98 = __________ [to 5 decimal places]

c. $39\frac{1}{2}$% of 76 = __________ [to 2 decimal places]

d. 27% of $23\frac{3}{4}$ = __________ [to 4 decimal places]

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
	Operators Manual for any given calculator	✓	✓	✓	✓	✓			

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	23/23	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

Use a calculator to simplify the following as indicated:

(8) 1. Round answers to four places where required: 1

a. 217 + 14.36 + .096 = __________

b. 487 - 39 = __________

c. 3.762 - 0.985 = __________

d. 8.67 x 24 = __________

e. 0.0637 x 12 = __________

f. 24 x 1.98 x 0.05 = __________

g. 19 ÷ 7 = __________

h. 2687.31 ÷ 29.7 = __________

(5) 2. a. 196 - 14.3 + 24 = __________ [to 1 decimal place] 2

b. 12 + 4.683 x 12.1 = __________ [to 4 decimal places]

c. 76 ÷ 16 + 10.43 = __________ [to 4 decimal places]

d. (15.3 + 7)(6.21 - 24 ÷ 7) + 18 ÷ 3 = __________ [to 3 decimal places]

e. (14.8 - 4.36) ÷ 7.481 + 12 x .80 = __________ [to 3 decimal places]

(2) 3. a. Write $\frac{7}{16}$ as a decimal correct to 3 decimal places. __________ 3

b. Write $41\frac{5}{9}$ as a decimal correct to 2 decimal places. __________

(4) 4. a. $2\frac{1}{3}$ of 8 = __________ [to 2 decimal places] 4

b. $\frac{19}{15}$ x 476 = __________ [to 3 decimal places]

c. $821 \div \frac{3}{4} =$ __________ [to 3 decimal places]

d. $24 \div 2\frac{3}{8} =$ __________ [to 4 decimal places]

(4) 5. a. 12.5% of 216 = __________ [to nearest one] 5

b. 17.3% of 48.68 = __________ [to 5 decimal places]

c. $25\frac{1}{2}$% of 14 = __________ [to 2 decimal places]

d. 19% of $41\frac{1}{4}$ = __________ [to 2 decimal places]

Skills Check 2

SCORE	CRITERION	DECISION
	21/23	Y N TJ

DATE ____________

OBJECTIVE NUMBER

Use a calculator to simplify the following as indicated:

(8) 1. Round answers to four places where required. — 1

a. 747 + 29.64 + 0.821 = ________

b. 621 - 79 = ________

c. 4.769 - 0.827 = ________

d. 9.32 x 18 = ________

e. 0.0827 x 21 = ________

f. 24 x 4.87 x 1.05 = ________

g. 27 ÷ 8 = ________

h. 6899.89 ÷ 39.4 = ________

(5) 2. a. 219 - 25.3 + 4.87 = ________ [to 2 decimal places] — 2

b. 19 + 2.832 x 14.7 = ________ [to 3 decimal places]

c. 197 ÷ 14 - 11.77 = ________ [to 4 decimal places]

d. (18.2 + 9)(6.07 - 48 ÷ 9) + 27 ÷ 3 = ________ [to 2 decimal places]

e. (17.8 - 4.57) ÷ 6.392 + 14 x .96 = ________ [to 3 decimal places]

(2) 3. a. Write $\frac{5}{8}$ as a decimal correct to 3 decimal places. ________ — 3

b. Write $25\frac{8}{11}$ as a decimal correct to 4 decimal places. ________

(4) 4. a. $4\frac{1}{2}$ of 17 = ________ [to 1 decimal place] 4

b. $\frac{27}{6} \times 287$ = ________ [to 1 decimal place]

c. $684 \div \frac{5}{8}$ = ________ [to 1 decimal place]

d. $16 \div 4\frac{2}{3}$ = ________ [to 3 decimal places]

(4) 5. a. 48.2% of 81 = ________ [to 3 decimal places] 5

b. 16.7% of 21.39 = ________ [to 2 decimal places]

c. $16\frac{2}{3}\%$ of 12 = ________ [to 2 decimal places]

d. 17% of $57\frac{3}{4}$ = ________ [to 2 decimal places]

Answer Key

SKILLS INVENTORY

1.	a.	423.993	e.	0.3216
	b.	315	f.	18.144
	c.	3.354	g.	0.8298
	c.	378.72	h.	6.5007
2.	a.	453.7	d.	3.704
	b.	41.5312	e.	37.104
	c.	19.92		
3.	a.	0.15385	b.	15.19
4.	a.	22	c.	750.4
	b.	2516	d.	18
5.	a.	84.832	c.	30.02
	b.	291.05664	d.	6.4125

SKILLS CHECK 1

1.	a.	231.456	e.	0.7644
	b.	448	f.	2.376
	c.	2.777	g.	2.7143
	d.	208.08	h.	90.4818
2.	a.	205.7	d.	68.026
	b.	68.6643	e.	10.996
	c.	15.18		
3.	a.	0.438	b.	41.56
4.	a.	18.67	c.	1094.667
	b.	602.933	d.	10.1053
5.	a.	27	c.	3.57
	b.	8.42164	d.	7.84

SKILLS CHECK 2

1.	a.	777.461	e.	1.7367
	b.	542	f.	122.724
	c.	3.942	g.	3.375
	d.	167.76	h.	175.1241
2.	a.	198.57	d.	29.04
	b.	60.630	e.	15.510
	c.	2.3014		
3.	a.	0.625	b.	25.7273
4.	a.	76.5	c.	1094.4
	b.	1291.5	d.	3.429
5.	a.	39.042	c.	2.00
	b.	3.57	d.	9.82

GENERIC SKILLS

●

MATHEMATICS

I B - ADD, SUBTRACT WHOLE NUMBERS

Manpower
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développement en formation

Skills Record

DATE ____________

GENERIC SKILL Add and subtract whole numbers

PREREQUISITE SKILL UNITS IA, IIIA, VA

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Add two 1-digit whole numbers given instructions such as: a. What is the total of 8 and 5? b. Find the sum of 8 and 5. c. 8 plus 5 is ___. d. Add 8 and 5. e. 8 + 5 = ___. f. $\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$				
2. Add a set of 1- to 5-digit whole numbers where regrouping (carrying) is (a) not required, (b) required.				
3. Calculate and check the sum of a column of three to ten 2- to 3-digit whole numbers by first adding in one direction and then adding in the opposite direction.				
4. Subtract two 1-digit whole numbers given instructions such as: a. If you had 8 and gave away 5, you would have ___. b. 8 exceeds 5 by ___. c. Find the difference of 8 and 5. d. Subtract 5 from 8. e. 8 minus 5 is ___. f. 8 - 5 = ___. g. $\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$				
5. Subtract two 1- to 5-digit whole numbers where regrouping (borrowing) is (a) not required, (b) required.				
(Continued on next page.)				

INSTRUCTOR'S COMMENTS ____________________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

OBJECTIVES	MET AS DETERMINED BY SKILLS INVENTORY	 SKILLS CHECK 1	 SKILLS CHECK 2	 OTHER
6. Calculate the difference of two 1- to 5-digit whole numbers and check by addition. 7. Solve a routine word problem using addition and/or subtraction of whole numbers.				

Skills Inventory

OBJECTIVE NUMBER

(6) 1. a. What is the total of 8 and 3? ____ 1

b. Find the sum of 9 and 6. ____

c. What is 6 plus 5? ____

d. Add 7 and 0. ____

e. 4 + 3 = ____

f. Do this:

```
 9
+4
__
__
```

(5) 2. Add the following: 2

```
a.  27              d.   8907
    51                  30461
    __                    885
                        _____
                        _____

b.  1048            e.  258 + 7 + 91 = ____
     901
    ____
    ____

c.   948
    1472
    ____
    ____
```

(6) 3. Add down each set of numbers and place the sum in the first blank. Then check by adding upward and place the sum in the second blank. 3

```
a.       561       b.      90287      c.        88
          28                3048               147
        7835               79723                55
         697               41455                69
        ____               _____               207
check:  ____       check:  _____                72
                                                98
                                               ___
                                       check:  ___
```

(7) 4. a. If you had 7 dollars and then spent 3 dollars you would have ____ dollars. 4

b. 8 exceeds 4 by ____.

c. Find the difference of 9 and 3. ____

d. Subtract 0 from 7. ____

e. 8 minus 6 is ____.

f. 9 - 2 = ____.

g. Do this: $\begin{array}{r} 9 \\ \underline{-7} \\ \underline{} \end{array}$

(5) 5. Subtract the following: 5

a. $\begin{array}{r} 57 \\ \underline{26} \\ \underline{} \end{array}$

d. $\begin{array}{r} 52014 \\ \underline{50918} \\ \underline{} \end{array}$

b. $\begin{array}{r} 7854 \\ \underline{5052} \\ \underline{} \end{array}$

e. 6708 - 2609 = ____

c. $\begin{array}{r} 7052 \\ \underline{437} \\ \underline{} \end{array}$

(6) 6. Subtract and place the difference in the first blank. Then check by adding your answer to the number subtracted and place the sum in the second blank. 6

a. $\begin{array}{r} 697 \\ \underline{294} \\ \underline{} \end{array}$ check: ____

b. $\begin{array}{r} 7245 \\ \underline{6847} \\ \underline{} \end{array}$ check: ____

c. $\begin{array}{r} 44106 \\ \underline{23998} \\ \underline{} \end{array}$ check: ____

(6) 7. a. A truck driver drove 243 miles the first night of his trip, 436 miles the next day and 189 miles on the last day. How many miles long was his total trip? 7

b. A city has a population of 53042. 24594 of these people are less than 21 years old. How many people are 21 years old or older?

c. A brick layer has a total of 6000 bricks. He uses 1238 on one wall, 972 on another wall and he estimates that he will require 2000 more to finish the job. How many bricks will he have left over?

Learning Resources

MEDIA	TITLE	OBJECTIVE 1	2	3	4	5	6	7	8
T	Refresher Mathematics								
	pp. 24-42	✓	✓		✓	✓	✓	✓	
T	Basic Mathematics (Bouman, Lindsay)								
	pp. 23-50	✓	✓	✓	✓	✓	✓	✓	
	pp. 81-107	✓	✓	✓	✓	✓	✓	✓	
W	Learning to Compute 1								
	pp. 1-12	✓	✓	✓				✓	
W	Learning to Compute 2								
	pp. 1-9	✓	✓	✓				✓	
W	Basic Mathematics (Brown)								
	pp. 4-10	✓	✓	✓	✓	✓	✓	✓	
T	Essential Arithmetic								
	pp. 56-63				✓	✓	✓	✓	
T	Arithmetic for Self-Study								
	pp. 7-22		✓			✓		✓	

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

BJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	41/41	Y N TJ

DATE ____________

OBJECTIVE NUMBE

(6) 1. a. What is the total of 9 and 2? ____ 1

b. Find the sum of 8 and 7. ____

c. 5 plus 9 is ____.

d. Add 0 and 8. ____

e. 7 + 4 = ____.

f. Perform this operation: $\begin{array}{r} 3 \\ \underline{+4} \\ \underline{} \end{array}$

(5) 2. Add the following: 2

a. $\begin{array}{r} 12 \\ \underline{73} \\ \underline{} \end{array}$

b. $\begin{array}{r} 6057 \\ \underline{802} \\ \underline{} \end{array}$

c. $\begin{array}{r} 1465 \\ \underline{235} \\ \underline{} \end{array}$

d. $\begin{array}{r} 8529 \\ 1847 \\ \underline{332} \\ \underline{} \end{array}$

e. 267 + 3 + 49 = ____

(6) 3. Add each column of numbers from top to bottom and then check by adding from bottom to top. 3

a. $\begin{array}{r} 69 \\ 423 \\ 4781 \\ \underline{548} \\ \underline{} \end{array}$

check: ____

b. $\begin{array}{r} 45912 \\ 3708 \\ 69174 \\ \underline{80037} \\ \underline{} \end{array}$

check: ____

c. $\begin{array}{r} 47 \\ 160 \\ 94 \\ 55 \\ 208 \\ 98 \\ \underline{112} \\ \underline{} \end{array}$

check: ____

(7) 4. a. If you had 18 dollars and lost 10 dollars you would have ____ dollars left. 4

b. 9 exceeds 3 by ____.

c. Find the difference of 14 and 6. ____

d. Subtract 5 from 11. ____

e. 9 minus 8 is ____.

f. 10 - 3 = ____.

g. Perform the indicated operation:

$$\begin{array}{r} 18 \\ -\ 5 \\ \hline \\ \hline \end{array}$$

(5) 5. Subtract the following: 5

a.
$$\begin{array}{r} 87 \\ 25 \\ \hline \\ \hline \end{array}$$

b.
$$\begin{array}{r} 5836 \\ 1804 \\ \hline \\ \hline \end{array}$$

c.
$$\begin{array}{r} 481 \\ 198 \\ \hline \\ \hline \end{array}$$

d.
$$\begin{array}{r} 86046 \\ 5508 \\ \hline \\ \hline \end{array}$$

e. 7405 - 1569 = ____.

(6) 6. Subtract and check. (Place the difference in the first blank and the sum of your answer and the number subtracted in the second blank.) 6

a.
$$\begin{array}{r} 694 \\ 194 \\ \hline \\ \hline \end{array}$$
check: ____

b.
$$\begin{array}{r} 4035 \\ 2271 \\ \hline \\ \hline \end{array}$$
check: ____

c.
$$\begin{array}{r} 65904 \\ 36879 \\ \hline \\ \hline \end{array}$$
check: ____

(6) 7. a. During the evacuation of Dunkirk in World War II, 47310 men were taken off the beaches on the third day, 53823 on the fourth, and 64429 troops were rescued on the fifth day. What was the total number of men rescued during those 3 days? 7

b. In 1970 there were 84208 injuries reported to the Workmen's Compensation Board in B.C. as compared to 30587 in Manitoba. How many more injuries were reported in B.C. than Manitoba?

c. In 1972 the House of Commons had 264 members - 88 members from Ontario, 74 from Quebec, 23 from B.C., and 19 from Alberta. How many members represented the rest of Canada?

Skills Check 2

SCORE	CRITERION	DECISION
	37/41	Y N TJ

DATE ____________

OBJECTIVE NUMBER

(6) 1. 1

a. Find the total of 4 and 0. ____

b. What is the sum of 8 and 7? ____

c. 6 plus 8 is ____.

d. Add 5 and 4. ____

e. 3 + 7 = ____.

f.
$$\begin{array}{r} 4 \\ +8 \\ \hline \_\_ \end{array}$$

(5) 2. Find the sum for each of the following: 2

a.
$$\begin{array}{r} 45 \\ 52 \\ \hline \_\_ \end{array}$$

b.
$$\begin{array}{r} 8504 \\ 1283 \\ \hline \_\_\_\_ \end{array}$$

c.
$$\begin{array}{r} 9161 \\ 847 \\ \hline \_\_\_\_ \end{array}$$

d.
$$\begin{array}{r} 5927 \\ 24074 \\ 865 \\ \hline \_\_\_\_\_ \end{array}$$

e. 78 + 408 + 5 = ____

(6) 3. Add each set of numbers and then check by adding in the opposite direction. Place the second sum in the given blank. 3

a.
$$\begin{array}{r} 24 \\ 329 \\ 462 \\ 5137 \\ \hline \_\_\_\_ \end{array}$$

check: ____

b.
$$\begin{array}{r} 32483 \\ 9209 \\ 575 \\ 10743 \\ \hline \_\_\_\_\_ \end{array}$$

check: ____

c.
$$\begin{array}{r} 425 \\ 81 \\ 77 \\ 108 \\ 86 \\ 89 \\ 36 \\ \hline \_\_\_\_ \end{array}$$

check: ____

(7) 4. a. If you gave away 2 dollars out of your 7 dollars you would be left with ____ dollars. 4

b. 6 exceeds 2 by ____.

c. What is the difference between 8 and 6? ____

d. Subtract 3 from 9. ____

e. 3 minus 0 is ____ .

f. 8 - 5 = ____.

g.
```
 6
-6
__
__
```

(5) 5. Find the difference for each of the following: 5

a.
```
96
46
__
__
```

d.
```
58057
 2759
_____
_____
```

b.
```
6485
 302
____
____
```

e. 18041 - 4661 = ____.

c.
```
736
249
___
___
```

(6) 6. Subtract and check by addition. 6

a.
```
       494
       127
       ___
check: ___
```

b.
```
       27804
        8787
       _____
check: _____
```

c.
```
       82566
       11573
       _____
check: _____
```

(6) 7. a. In 1970 there were 9488 Federal Government employees in Newfoundland, 2094 in Prince Edward Island, 23892 in Nova Scotia and 14453 in New Brunswick. How many Federal employees were there in all four Atlantic provinces? 7

b. In Ottawa in 1970 there were 57591 persons employed by the Federal Government. If 35444 of these were males, how many were females?

c. Of the 2900 men over 65 years old who married in 1969 2297 were widowers, 360 were divorced and the rest were bachelors. How many men were bachelors?

Answer Key

SKILLS INVENTORY

1. a. 11 d. 7
   b. 15 e. 7
   c. 11 f. 13

2. a. 78 d. 40253
   b. 1949 e. 356
   c. 2420

3. a. 9121 c. 736
   b. 214413

4. a. 4 dollars e. 2
   b. 4 f. 7
   c. 6 g. 2
   d. 7

5. a. 31 d. 1096
   b. 2802 e. 4099
   c. 6615

6. a. 403 c. 20108
   b. 398

7. a. 868 miles
   b. 28448 people
   c. 1790 bricks

SKILLS CHECK 1

1. a. 11 d. 8
   b. 15 e. 11
   c. 14 f. 7

2. a. 85 d. 10708
   b. 6859 e. 319
   c. 1700

3. a. 5821 c. 774
   b. 198831

4. a. 8 dollars e. 1
   b. 6 f. 7
   c. 8 g. 13
   d. 6

5. a. 62 d. 80538
   b. 4032 e. 5836
   c. 283

6. a. 500 c. 29025
   b. 1764

7. a. 165562 men (troops)
   b. 53621 more
   c. 60 members

SKILLS CHECK 2

1. a. 4 d. 9
   b. 15 e. 10
   c. 14 f. 12

2. a. 97 d. 30866
   b. 9787 e. 491
   c. 10008

3. a. 5952 c. 902
   b. 53010

4. a. 5 dollars e. 3
   b. 4 f. 3
   c. 2 g. 0
   d. 6

5. a. 50 d. 55298
   b. 6183 e. 13380
   c. 487

6. a. 367 c. 70993
   b. 19017

7. a. 49927 employees
   b. 22147 females
   c. 243 bachelors

GENERIC SKILLS

MATHEMATICS

II B - ADD, SUBTRACT FRACTIONS

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ______

GENERIC SKILL Add and subtract fractions.

PREREQUISITE SKILL UNITS IIA

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Add two or three common fractions with like denominators, and write the sum in simplest form. 2. Add two or three common fractions with unlike denominators, and write the sum in simplest form. 3. Add two or three mixed numbers with (a) like denominators, (b) unlike denominators, and write the sum in simplest form. 4. Add two or three numbers which include at least one mixed number and one proper fraction and/or whole number, and write the sum in simplest form. 5. Subtract two common fractions with like denominators, and write the difference in simplest form. 6. Subtract two common fractions with unlike denominators, and write the difference in simplest form. 7. Subtract two mixed numbers which have like denominators where regrouping (borrowing) is (a) not required, (b) required, and write the difference in simplest form. 8. Subtract a mixed number or a common fraction from a whole number, and write the difference in simplest form. (Continued on next page.)				

INSTRUCTOR'S COMMENTS ______

DATE COMPLETED ______ INSTRUCTOR'S INITIALS ______

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
9. Subtract two mixed numbers which have unlike denominators where regrouping (borrowing) is (a) not required, (b) required, and write the difference in simplest form. 10. Solve a routine word problem using addition and/or subtraction of fractional numbers.				

Skills Inventory

						OBJECTIVE NUMBER
(2)	1.	a.	$\frac{1}{6} + \frac{4}{6} =$ ____	b.	$\frac{7}{16} + \frac{3}{16} =$ ____	1
(2)	2.	a.	$\frac{3}{4} + \frac{5}{8} =$ ____	b.	$\frac{3}{9} + \frac{7}{12} =$ ____	2
(2)	3.	a.	$3\frac{1}{8} + 5\frac{3}{8} =$ ____	b.	$6\frac{1}{3} + 4\frac{1}{2} + 5\frac{5}{6} =$ ____	3
(2)	4.	a.	$2\frac{1}{3} + \frac{5}{12} =$ ____	b.	$8\frac{1}{4} + 2 + \frac{5}{8} =$ ____	4
(2)	5.	a.	$\frac{7}{10} - \frac{4}{10} =$ ____	b.	$\frac{11}{16} - \frac{3}{16} =$ ____	5
(2)	6.	a.	$\frac{5}{6} - \frac{2}{3} =$ ____	b.	$\frac{3}{4} - \frac{1}{6} =$ ____	6
(2)	7.	a.	$9\frac{5}{8} - 2\frac{3}{8} =$ ____	b.	$7\frac{3}{16} - 4\frac{7}{16} =$ ____	7
(2)	8.	a.	$4 - \frac{3}{5} =$ ____	b.	$8 - 4\frac{3}{8} =$ ____	8
(2)	9.	a.	$8\frac{3}{8} - 4\frac{1}{6} =$ ____	b.	$5\frac{5}{12} - 4\frac{7}{10} =$ ____	9
(9)	10.	a.	A taxi made trips of 3 miles, $2\frac{1}{2}$ miles and $\frac{7}{8}$ miles. What was the total distance travelled? ____			10
		b.	A pipefitter cut a $6\frac{7}{8}$ inch piece of pipe from a length of pipe $15\frac{1}{4}$ inches long. What is the length of the remaining piece? ____			

c. A meat cutter cuts a $12\frac{3}{4}$ pound roast into pieces which weigh $3\frac{1}{4}$ pounds, $2\frac{5}{8}$ pounds and 3 pounds. What is the weight of the scraps which remain?

____

Learning Resources

MEDIA	TITLE	OBJECTIVE 1	2	3	4	5	6	7	8	9	10
T	Refresher Mathematics										
	pp. 100-113	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
T	Basic Mathematics (Bouman, Lindsay)										
	pp. 135-178	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W	Learning to Compute 1										
	pp. 45-61	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W	Learning to Compute 2										
	pp. 45-52	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W	Basic Mathematics (Brown)										
	pp. 21-30	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
T	Essential Arithmetic										
	p. 112	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
T	Mathematics in Practice										
	pp. 61-66	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
T	Arithmetic for Self-Study										
	pp. 70-83	✓	✓	✓	✓	✓	✓		✓	✓	✓

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

BJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW·UP

Skills Check 1

SCORE	CRITERION	DECISION
	27/27	Y N TJ

DATE ______________

OBJECTIVE NUMBER

(2) 1. a. $\frac{6}{10} + \frac{1}{10} =$ ____ b. $\frac{3}{8} + \frac{5}{8} =$ ____ 1

(2) 2. a. $\frac{4}{5} + \frac{3}{10} =$ ____ b. $\frac{5}{6} + \frac{4}{9} =$ ____ 2

(2) 3. a. $4\frac{5}{12} + 2\frac{7}{12} =$ ____ b. $2\frac{4}{5} + 1\frac{7}{8} =$ ____ 3

(2) 4. a. $2\frac{1}{4} + \frac{4}{5} =$ ____ b. $\frac{5}{8} + 4\frac{1}{2} + \frac{3}{4} =$ ____ 4

(2) 5. a. $\frac{4}{7} - \frac{2}{7} =$ ____ b. $\frac{15}{16} - \frac{11}{16} =$ ____ 5

(2) 6. a. $\frac{5}{8} - \frac{3}{16} =$ ____ b. $\frac{5}{12} - \frac{1}{8} =$ ____ 6

(2) 7. a. $5\frac{7}{10} - 1\frac{3}{10} =$ ____ b. $4\frac{1}{6} - 2\frac{5}{6} =$ ____ 7

(2) 8. a. $4 - \frac{5}{16} =$ ____ b. $8 - 3\frac{4}{5} =$ ____ 8

(2) 9. a. $7\frac{7}{8} - 5\frac{1}{2} =$ ____ b. $6\frac{1}{3} - 1\frac{3}{4} =$ ____ 9

(9) 10. a. Find the number of hours worked in the week for a person who worked $7\frac{1}{4}$ hours on Monday, $6\frac{1}{2}$ hours on Tuesday, $3\frac{1}{2}$ hours on Wednesday, $8\frac{1}{8}$ hours on Thursday and $7\frac{3}{4}$ hours on Friday. 10

____

b. A man bought a share in Abitibi for $13\frac{1}{2}$ dollars and sold it for $11\frac{7}{8}$ dollars. How much did he lose?

____

c. A cabinet maker used a 30-inch board to cut two pieces $6\frac{3}{8}$ inches long and $10\frac{1}{4}$ inches long from it. What length of board remained if $\frac{1}{8}$ inch of wood was lost on each cut?

____

Skills Check 2

SCORE	CRITERION	DECISION
	24/27	Y N TJ

DATE ______________

OBJECTIVE NUMBER

(2) 1. a. $\frac{1}{5} + \frac{3}{5} =$ _____ b. $\frac{3}{4} + \frac{1}{5} =$ _____ 1

(2) 2. a. $\frac{5}{6} + \frac{1}{3} =$ _____ b. $\frac{3}{10} + \frac{4}{15} =$ _____ 2

(2) 3. a. $3\frac{5}{12} + 4\frac{1}{12} =$ _____ b. $6\frac{5}{16} + 1\frac{5}{6} =$ _____ 3

(2) 4. a. $\frac{5}{8} + 4\frac{1}{6} =$ _____ b. $1\frac{3}{4} + 2 + 3\frac{1}{8} =$ _____ 4

(2) 5. a. $\frac{5}{9} - \frac{1}{9} =$ _____ b. $\frac{8}{15} - \frac{3}{15} =$ _____ 5

(2) 6. a. $\frac{7}{10} - \frac{3}{5} =$ _____ b. $\frac{7}{12} - \frac{5}{16} =$ _____ 6

(2) 7. a. $4\frac{13}{17} - 3\frac{9}{17} =$ _____ b. $12\frac{3}{8} - 7\frac{7}{8} =$ _____ 7

(2) 8. a. $3 - \frac{7}{8} =$ _____ b. $9 - 7\frac{2}{5} =$ _____ 8

(2) 9. a. $14\frac{5}{6} - 2\frac{1}{4} =$ _____ b. $7\frac{1}{2} - 3\frac{2}{3} =$ _____ 9

(9) 10. a. Three resistances of $3\frac{1}{8}$, $5\frac{3}{4}$, and $12\frac{1}{2}$ ohms make up a series electrical circuit. If the total resistance is the sum of the individual resistances, what is the resistance of the circuit? 10

____

b. A repairman can fix a television set in $1\frac{3}{5}$ hours. His boss says he could do the same job in $\frac{5}{6}$ of an hour. How much less time does the boss think it would take him?

____

c. Four bank robbers split up the proceeds from their night's work. One got $\frac{3}{8}$, another $\frac{5}{16}$ and the third man got $\frac{1}{4}$. What fraction did the fourth man get?

____

Answer Key

SKILLS INVENTORY

1. a. $\frac{5}{6}$ b. $\frac{5}{8}$

2. a. $1\frac{3}{8}$ b. $\frac{11}{12}$

3. a. $8\frac{1}{2}$ b. $16\frac{2}{3}$

4. a. $2\frac{3}{4}$ b. $10\frac{7}{8}$

5. a. $\frac{3}{10}$ b. $\frac{1}{2}$

6. a. $\frac{1}{6}$ b. $\frac{7}{12}$

7. a. $7\frac{1}{4}$ b. $2\frac{3}{4}$

8. a. $3\frac{2}{5}$ b. $3\frac{5}{8}$

9. a. $4\frac{5}{24}$ b. $\frac{43}{60}$

10. a. $6\frac{3}{8}$ miles c. $3\frac{7}{8}$ pounds

b. $8\frac{3}{8}$ inches

SKILLS CHECK 1

1. a. $\frac{7}{10}$ b. 1

2. a. $1\frac{1}{10}$ b. $1\frac{5}{18}$

3. a. 7 b. $4\frac{27}{40}$

4. a. $3\frac{1}{20}$ b. $5\frac{7}{8}$

5. a. $\frac{2}{7}$ b. $\frac{1}{4}$

6. a. $\frac{7}{16}$ b. $\frac{7}{24}$

7. a. $4\frac{2}{5}$ b. $1\frac{1}{3}$

8. a. $3\frac{11}{16}$ b. $4\frac{1}{5}$

9. a. $2\frac{3}{8}$ b. $4\frac{7}{12}$

10. a. $33\frac{1}{8}$ hours c. $13\frac{1}{8}$ inches

b. $1\frac{5}{8}$ dollars

SKILLS CHECK 2

1. a. $\frac{4}{5}$ b. $\frac{19}{20}$

2. a. $1\frac{1}{6}$ b. $\frac{17}{30}$

3. a. $7\frac{1}{2}$ b. $8\frac{7}{48}$

4. a. $4\frac{19}{24}$ b. $6\frac{7}{8}$

5. a. $\frac{4}{9}$ b. $\frac{1}{3}$

6. a. $\frac{1}{10}$ b. $\frac{13}{48}$

7. a. $1\frac{4}{17}$ b. $4\frac{1}{2}$

8. a. $2\ \frac{1}{8}$ b. $1\frac{3}{5}$

9. a. $12\frac{7}{12}$ b. $3\frac{5}{6}$

10. a. $21\frac{3}{8}$ ohms.

b. $\frac{23}{30}$ hours less (or 46 minutes)

c. $\frac{1}{16}$ share

GENERIC SKILLS

●

MATHEMATICS

III B - READ DECIMALS

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ______

GENERIC SKILL Read, write and round off decimals.

PREREQUISITE SKILL UNITS IIA

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Identify place values up to 4 places to the right of the decimal point.				
2. Identify a decimal fraction as equivalent to a common fraction with a power of 10 as a denominator.				
3. Write a 1- to 4-place decimal fraction given the word name of the number.				
4. Read a given 1- to 4-place decimal fraction and write its name in words.				
5. Arrange a set of decimal fractions in ascending or descending order.				
6. Round off a decimal fraction to the nearest tenth, hundredth, thousandth, or ten-thousandth.				

INSTRUCTOR'S COMMENTS ______

DATE COMPLETED ______ INSTRUCTOR'S INITIALS ______

Skills Inventory

OBJECTIVE NUMBER

(3) 1. In the numeral 13456.9728 what digit names — 1

a. tenths? __________

b. ten thousandths? __________

c. hundredths? __________

(1) 2. Check one of the following which represents the meaning of .3. — 2

a. 30 _____ c. 3 _____

b. $\frac{3}{10}$ _____ d. 3% _____

(3) 3. Write these as decimal fractions. — 3

a. seven tenths __________

b. sixty-five hundredths __________

c. twenty-two and four hundred fifty-seven thousandths

____

(3) 4. Write the word names for these numbers. — 4

a. .7 ______________________________

b. 3.45 ______________________________

c. 82.004 ______________________________

(5) 5. Arrange the following in order from smallest to largest. — 5

.5, .456, .56, 4.5, .45.

_____, _____, _____, _____, _____.

(3) 6. Round off 4.2645 to the nearest — 6

a. tenth __________

b. hundredth __________

c. thousandth __________

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Refresher Mathematics								
	pp. 149-157	✓	✓	✓	✓	✓	✓		
	pp. 173-174	✓	✓	✓	✓	✓	✓		
T	Basic Mathematics (Bouman,								
	Lindsay) pp. 179-183	✓	✓	✓	✓		✓		
	pp. 204-205	✓	✓	✓	✓		✓		
W	Learning to Compute 1								
	pp. 75-77	✓	✓	✓	✓	✓			
W	Learning to Compute 2								
	pp. 66-75	✓	✓	✓	✓	✓	✓		
W	Basic Mathematics (Brown)								
	pp. 41-43	✓	✓	✓	✓				
T	Essential Arithmetic								
	pp. 148-152	✓	✓	✓	✓				
	pp. 159-162						✓		
T	Mathematics in Practice								
	pp. 75-76	✓	✓						
T	Arithmetic for Self-Study								
	pp. 124-128	✓	✓	✓		✓	✓		

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

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FSS - FILMSTRIP SOUND
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Prescription Sheet

BJECTIVE UMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	18/18	Y N TJ

DATE ________________

OBJECTIVE NUMBE

(3) 1. In the numeral 2,567.9183 what digit means: 1

a. thousandths? ________________

b. tenths? ________________

c. ten thousandths? ________________

(1) 2. Check the numeral which has the same meaning as .7. 2

a. $\frac{7}{10}$ ____ c. $\frac{7}{100}$ ____

b. 7 ____ d. 7% ____

(3) 3. Write the following as decimal fractions. 3

a. two tenths ________________

b. six and seventy-two hundredths ________________

c. one hundred five and thirty-five thousandths

____

(3) 4. Write the word name for each of these numbers: 4

a. .9 ________________________________

b. 61.03 ________________________________

c. 700.505 ________________________________

(5) 5. Arrange the following in order from smallest to largest. 5

.215, 1.52, .21, .512, .5

____, ____, ____, ____, ____

(3) 6. Round off 5.1746 to the nearest: 6

a. thousandth ________________

b. hundredth ________________

c. tenth ________________

Skills Check 2

SCORE	CRITERION	DECISION
	16/18	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(3) 1. Name the place value of the following digits in the numeral .5274 1

a. 4: ______________________________

b. 5: ______________________________

c. 2: ______________________________

(1) 2. Place a check mark in the blank following the appropriate numeral to indicate which one has the same meaning as .8. 2

a. 8% ____ c. $\frac{8}{10}$ ____

b. 8 ____ d. $\frac{8}{100}$ ____

(3) 3. Write the following as decimal numerals. 3

a. two hundredths ____________________

b. one hundred and four tenths ____________________

c. four hundred twenty and twelve thousandths

____

(3) 4. Write the name of each number in words. 4

a. 2.5 ______________________________

b. 13.04 ______________________________

c. 5.266 ______________________________

(5) 5. Arrange the following in order from smallest to largest. 5

.837, 3.78, .783, .78, .8

____, ____, ____, ____, ____

(3) 6. Round off 4.0845: 6

a. to the nearest thousandth ____________

b. to the nearest hundredth ____________

c. to the nearest tenth ____________

Answer Key

Skills Inventory

1. a. 9
   b. 8
   c. 7
2. b
3. a. .7
   b. .65
   c. 22.457
4. a. seven tenths
   b. three and forty-five hundredths
   c. eighty-two and four thousandths
5. .45, .456, .5, .56, 4.5
6. a. 4.3
   b. 4.26
   c. 4.265

Skills Check 1

1. a. 8
   b. 9
   c. 3
2. a
3. a. .2
   b. 6.72
   c. 105.035
4. a. nine-tenths
   b. sixty-one and three hundredths
   c. seven hundred and five hundred and five thousandths
5. .21, .215, .5, .512, 1.52
6. a. 5.175
   b. 5.17
   c. 5.2

Skills Check 2

1. a. ten thousandths
   b. tenths
   c. hundredths

2. c
3. a. .02
   b. 100.4
   c. 420.012
4. a. two and five tenths
   b. thirteen and four hundredths
   c. five and two hundred sixty-six thousandths
5. .78, .783, .8, .837, 3.78
6. a. 4.085
   b. 4.08
   c. 4.1

GENERIC SKILLS

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MATHEMATICS

IV B - PERCENT OF A NUMBER

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ____________

GENERIC SKILL Calculate percent of a number.

PREREQUISITE SKILL UNITS IVA

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Calculate a percent of a number when either the percent and/or the number may be of decimal form. 2. Solve a routine word problem which requires calculation of a percent of a number, and which may involve income, pay deduction, commission, personal budget, mark up, discount, sales tax, simple interest, or a non-money application.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(3) 1. Calculate: 1

a. 5% of 30 = ______________

b. 42% of 300 = ______________

c. 1.8% of 4200 = ______________

(12) 2. a. A woman decides to save 5% of her income of $6,200 each year. How much does she plan to save? 2

____

b. Mr. Wilson borrowed $ 450. from his bank at 10% interest. If he paid the loan off plus interest 1 year later, how much did he pay the bank?

____

c. A sheet of metal is measured at 0.232 inch in thickness but the specifications call for 0.240 inch. What is the error as a percent of the specified measurement?

____

d. In 1968 in Ontario 20,206 persons were charged with serious offences and 17,506 of these persons were convicted. What percent of the persons charged were not convicted?

____

Learning Resources

MEDIA	TITLE	OBJECTIVE 1	2	3	4	5	6	7	8
T	Refresher Mathematics								
	pp. 232-239	✓	✓						
	pp. 533-535	✓	✓						
	pp. 546-547	✓	✓						
	pp. 555-558	✓	✓						
	pp. 567-572	✓	✓						
T	Basic Mathematics (Bouman, Lindsay)								
	pp. 266-295	✓	✓						
W	Learning To Compute 1								
	pp. 101-104	✓	✓						
W	Learning To Compute 2								
	pp. 113-115	✓	✓						
W	Basic Mathematics (Brown)								
	pp. 61-78	✓	✓						
T	Essential Arithmetic								
	pp. 215-232	✓	✓						
T	Mathematics in Practice								
	pp. 99-110	✓	✓						
T	Arithmetic for Self-Study								
	pp. 175-180, 190, 194	✓	✓						

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT
F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP
I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK
TP - AUDIO TAPE
VTR - VIDEO TAPE
SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	15/15	Y N TJ

DATE ____________________

OBJECTIVE NUMBE

(3) 1. Calculate: 1

a. 3% of 70 = __________

b. $5\frac{1}{2}$% of 200 = __________

c. 140% of 45 = __________

(12) 2. a. A salesman works on a commission of 5%. If he sold $1,200 worth of goods, how much did he earn? 2

____

b. If your weekly salary is $118, calculate your take home pay if you pay income tax at 12%, pay 1.8% to Canada Pension Plan and have $2.50 deducted for medical insurance.

____

c. Tom gets a weekly cheque for $125. Calculate the amount he budgets for each expense item based on the given percents.

Shelter	20%	____________________
Food	25%	____________________
Clothing	10%	____________________
Transportation	10%	____________________
Personal Needs	12%	____________________
Entertainment	8%	____________________
Savings	15%	____________________

d. In a clearing out sale, a shoe store advertised all stock at 25% off. What would you pay for a pair of shoes which were regularly $24.80?

____

Skills Check 2

SCORE	CRITERION	DECISION
	14/15	Y N TJ

DATE ______________________

OBJECTIVE NUMBER

(3) 1. Calculate: 1

a. 8% of 60 = __________

b. 12.5% of 80 = __________

c. 120% of 35 = __________

(12) 2. a. If you deposit $270 in your bank at interest of 6%, how much interest is earned in one year? 2

____

b. Miss Jones, a secretary, is on a salary of $400 per month. She gets a cheque for $150 in the middle of the month and the balance of her take-home pay at the end of the month. Calculate her month-end cheque if she pays 15% income tax, 6% in the company pension plan, 1.8% to Canada Pension Plan and $3.00 per month medical insurance.

____

c. Ann is a junior typist who takes home $275 per month. She budgets her money according to the percents below. Calculate the amount of each budget item.

Shelter	35%	____________________
Food	25%	____________________
Clothing	10%	____________________
Transportation	8%	____________________
Personal Needs	12%	____________________
Entertainment (the remainder)		________________

OBJECTIVE NU

d. A young couple were offered a discount of 15% on a purchase of furniture. They bought a kitchen set for $ 159.00, a bedroom suite for $329.00, and a chesterfield and chair for $475.00. What amount did they have to pay after the discount and with a 5% sales tax?

____

Answer Key

Skills Inventory

1. a. 1.5
b. 126
c. 75.6
2. a. $310.00
b. $495.00
c. $3\frac{1}{3}\%$
d. 13.36

Skills Check 1

1. a. 2.1
b. 11
c. 63
2. a. $60.00
b. $99.00
c. $25.00, $31.25, $12.50,
$12.50, $15.00, $10.00,
$18.75
d. $18.60

Skills Check 2

1. a. 4.8
b. 10
c. 42
2. a. $16.20
b. $155.80
c. $96.25, $68.75, $27.50,
$22.00, $33.00, $27.50, (10%)
d. $859.48

GENERIC SKILLS

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MATHEMATICS

V B - GRADUATED SCALES

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

[illegible]

Skills Record

DATE ____________

GENERIC SKILL Read graduated scales.

PREREQUISITE SKILL UNITS IIIE

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Identify a number obtained by counting as an exact number and a number obtained by measuring as an approximate number.				
2. Round off a given number (including mixed numbers) to a given unit of precision.				
3. Identify a series of consecutive whole numbers, or multiples of whole numbers, with or without equal subdivisions between numbers on a measuring device, as a graduated scale.				
4. Write the size of the interval between (a) numerals on a graduated scale, (b) subdivisions on a graduated scale.				
5. Write the measurement indicated on a sketch of a graduated scale: (a) to the nearest whole number when the scale is marked off in consecutive whole numbers with or without subdivisions. (b) to a given precision when the scale is marked off in multiples of a whole number with or without subdivisions.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
(c) to a given precision when the scale is marked off in whole numbers with or without subdivisions representing fractions such as halves, quarters, eights, sixteenths, fifths or tenths. (d) to a given precision when the scale is marked off in whole numbers which represent multiples of a given number such as 100 or 1000. 6. Write the measurement indicated on a sketch of a combination of scales which may be circular and read in either a clockwise or counterclockwise direction, such as on gas or electric meters.				

Skills Inventory

OBJECTIVE NUMBER

(4) 1. Identify each of the following as exact, if it can represent an exact number, or approximate, if it can only represent an approximate quantity. 1

a. Fourteen miles ____________________

b. Eight customers ____________________

c. Sixteen pages ____________________

d. Ten pounds ____________________

(4) 2. Round the following numbers to the given precision. 2

a. $3\frac{7}{10}$ to the nearest whole number ____________

b. $14\frac{5}{8}$ to the nearest half unit ____________

c. 142.8 to the nearest five ____________________

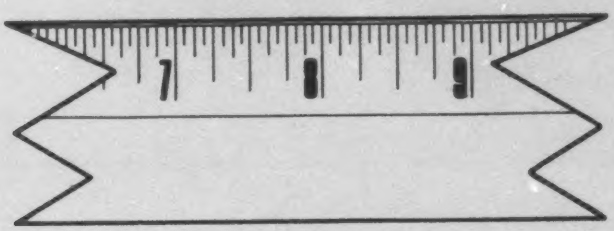
d. 5786 to the nearest 500 ____________________

(1) 3. What is the name of a series of marks with corresponding numbers on a measuring device? 3

____

(8) 4. Write the size of the interval on these scales (a) between numerals, (b) between the smallest subdivisions on these scales: 4

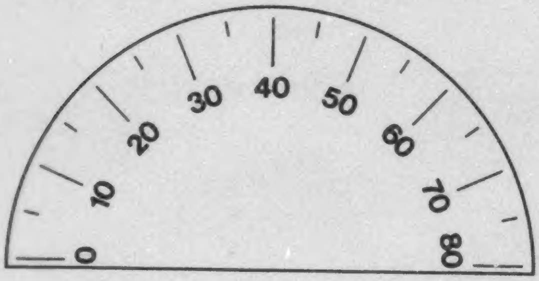
a.



(a) ______ (b) ______

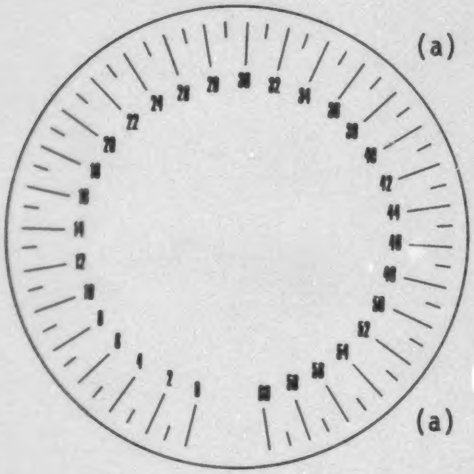
OBJECTIVE NUMBER

b.



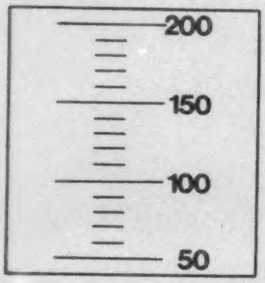
(a) ______ (b) ______

c.



(a) ______ (b) ______

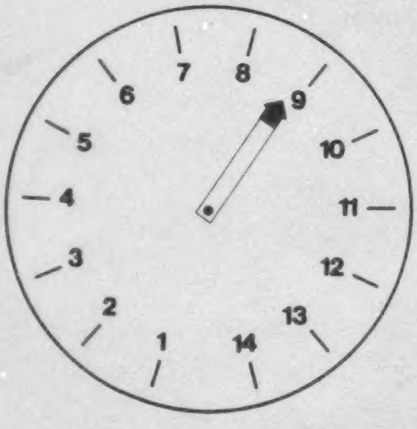
d.



(a) ______ (b) ______

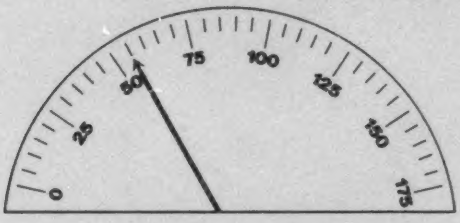
(4) 5. Write the measurement indicated: 5

a. to the nearest whole number. ______________

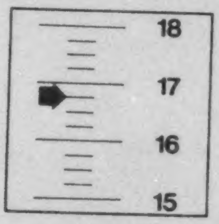


OBJECTIVE NUM

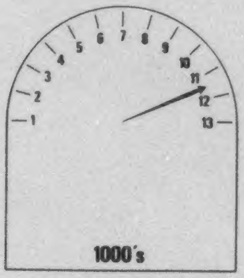
b. to the nearest five. ____________



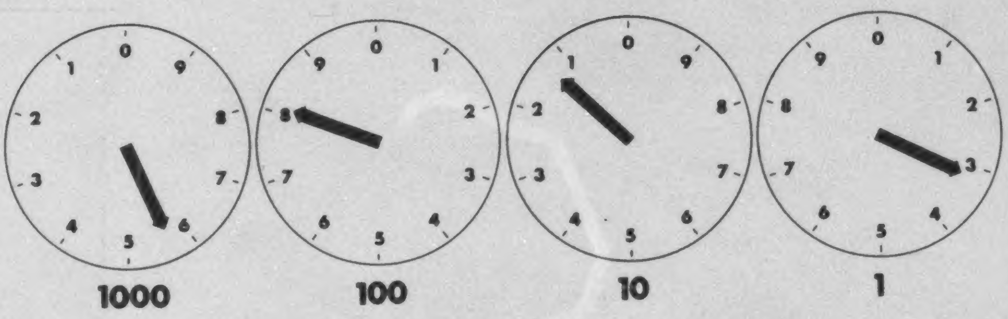
c. to the nearest $\frac{1}{4}$. ____________



d. to the nearest 500. ____________



(4) 6. Write the measurement indicated by this combination of scales. ____________ 6



Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Refresher Mathematics								
	pp. 22, 115, 155,		✓			✓	✓		
	pp. 309, 551-553								
T	Mathematics in Practice								
	pp. 81-84	✓	✓						

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	25/25	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(4) 1. Identify each of the following as exact if it can represent an exact number or approximate if it can only represent an approximate quantity. 1

a. Seven cars ____________________

b. Three miles ____________________

c. Ten gallons ____________________

d. Five men ____________________

(4) 2. Round each number to the given precision. 2

a. 17 $\frac{3}{8}$ to the nearest whole number. ________________

b. 9 $\frac{7}{10}$ to the nearest half unit. ________________

c. 127.3 to the nearest five. ________________

d. 8310 to the nearest 500. ________________

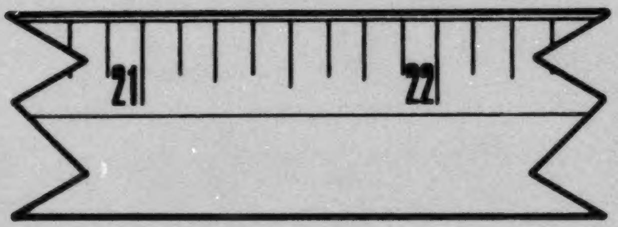
(1) 3. Place a check mark after the name given to a series of marks with corresponding numbers on a measuring device. 3

conversion scale ____, graduated scale ____,

weigh scale ____, scale drawing ____.

(8) 4. Write the size of the interval between (a) the numerals, and (b) the smallest divisions on these scales. 4

a.

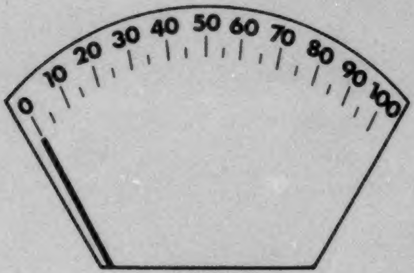


(a) ________________

(b) ________________

OBJECTIVE NUM

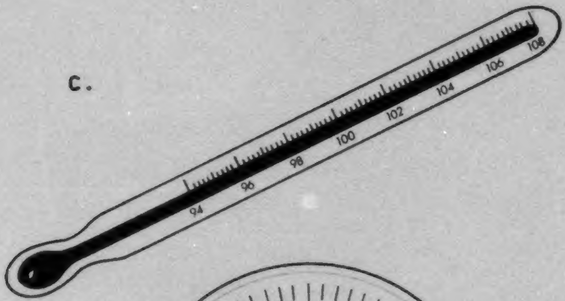
b.



(a) ____________________

(b) ____________________

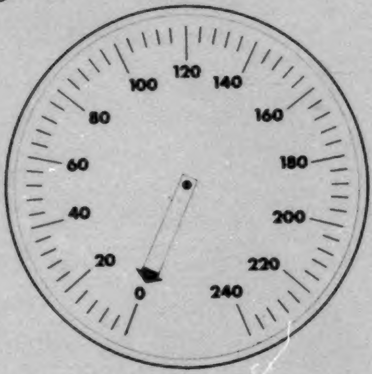
c.



(a) ____________________

(b) ____________________

d.

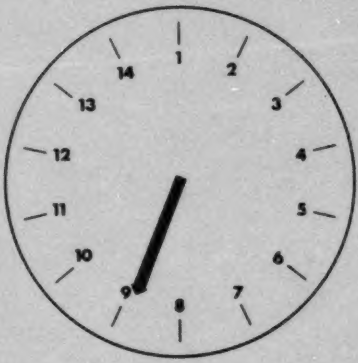


(a) ____________________

(b) ____________________

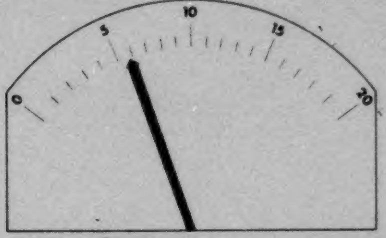
(4) 5. Write the measurement indicated: 5

a. to the nearest whole number. ____________________

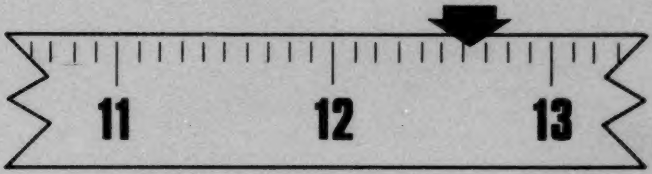


OBJECTIVE NUMBER

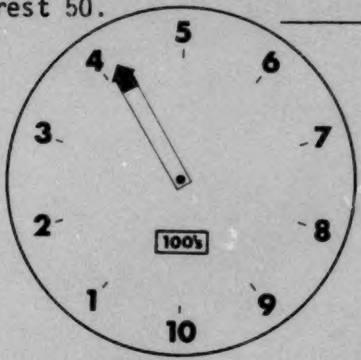
b. to the nearest whole number. ______________



c. to the nearest $\frac{1}{10}$. ______________

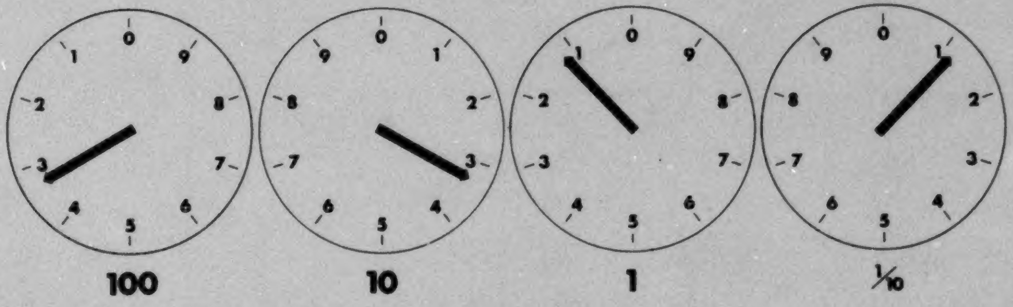


d. to the nearest 50. ______________



(4) 6. What is the measurement indicated by this combination of scales? 6

____



Skills Check 2

SCORE	CRITERION	DECISION
	23/25	Y N TJ

DATE ______________

OBJECTIVE NUMBER

(4) 1. Identify each of the following as exact if it can represent an exact number or approximate if it can only represent an approximate quantity. 1

a. 12 pounds ______________

b. 15 books ______________

c. 9 yards ______________

d 10 instructors ______________

(4) 2. Round off each number to the given precision. 2

a. $14\frac{7}{10}$ to the nearest whole number. ___________

b. $6\frac{5}{8}$ to the nearest half unit. ___________

c. 82.4 to the nearest five. ___________

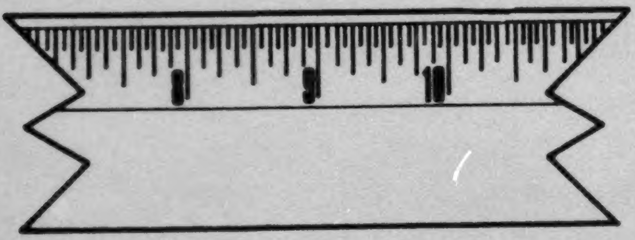
d. 6764 to the nearest 200. ___________

(1) 3. What is the name given to a series of consecutive whole numbers or multiples of whole numbers on a measuring device with or without equal subdivisions between the numbers? 3

____

(8) 4. Give the size of the interval between (a) the numerals, and (b) the smallest divisions on these scales. 4

a.

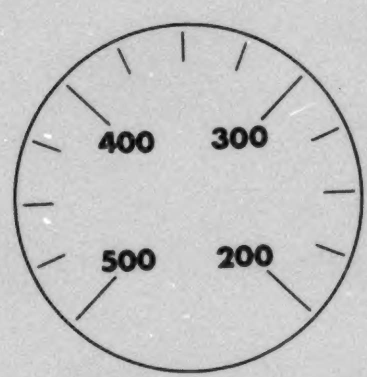


(a) ______________

(b) ______________

OBJECTIVE NUMBER

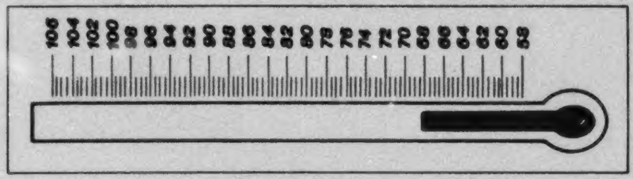
b.



(a) ____________

(b) ____________

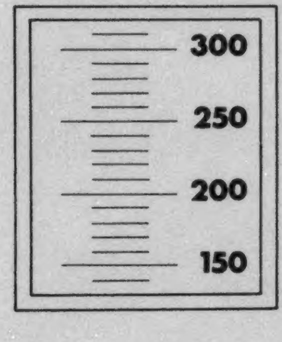
c.



(a) ____________

(b) ____________

d.

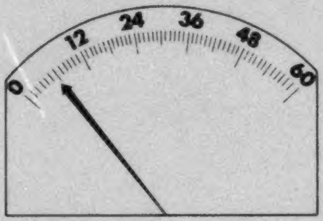


(a) ____________

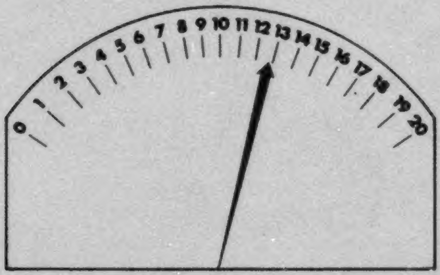
(b) ____________

(4) 5. Write the measure indicated: 5

a. to the nearest whole number ____________

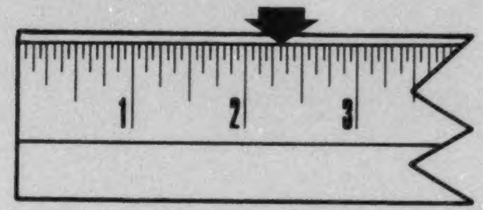


b. to the nearest whole number ____________

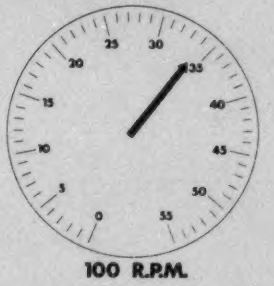


OBJECTIVE NU

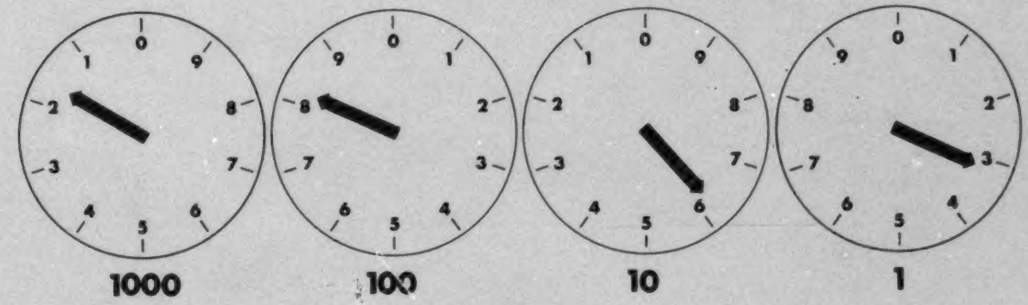
c. to the nearest $\frac{1}{16}$.



d. to the nearest 100.



(4) 6. What measurement is indicated by this combination of scales? 6



Answer Key

Skills Inventory

1. a. exact if defined. e.g. road plan; approximate if measured.
   b. exact
   c. exact
   d. exact if defined; approximate if weighed.
2. a. 4
   b. $14\frac{1}{2}$
   c. 145
   d. 6000
3. graduated scale
4. a. $1, \frac{1}{16}$
   b. 10, 5
   c. 2, 1
   d. 50, 10
5. a. 9
   b. 55
   c. $16\frac{3}{4}$
   d. 11,500
6. 5813

(TJ for answers with different wording)

Skills Check 1

1. a. exact
   b. exact if defined. e.g. road plan; approximate if measured.
   c. exact if defined; approximate if measured.
   d. exact
2. a. 17
   b. $9\frac{1}{2}$
   c. 125
   d. 8500
3. graduated scale
4. a. $1, \frac{1}{8}$
   b. 10, 5
   c. $2, \frac{1}{5}$
   d. 20, 4
5. a. 9
   b. 6
   c. 12.6
   d. 400
6. $331\frac{1}{10}$

(TJ for answers with different wording)

Skills Check 2

1. a. approximate if weighed; exact if defined.
   b. exact
   c. approximate if measured; exact if defined. e.g. on a plan
2. a. 15
   b. $6\frac{1}{2}$
   c. 80
   d. 6800
3. graduated scale
4. a. $1, \frac{1}{16}$
   b. 100, 25
   c. $2, \frac{1}{2}$
   d. 50, 10
5. a. 6
   b. 13
   c. $2\frac{5}{16}$
   d. 3400
6. 1,863

GENERIC SKILLS

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MATHEMATICS

I C - MULTIPLY, DIVIDE WHOLE NUMBERS

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ______

GENERIC SKILL Multiply and divide whole numbers.

PREREQUISITE SKILL UNITS IB

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Multiply two 1-digit whole numbers given instructions such as: a. The product of 6 and 2 is ____. b. 6 times 2 is ____. c. Six 2's are ____. d. Twice 6 is ____. e. 6 x 2 = ____. f. $\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$				
2. Multiply a 1- to 5-digit whole number and a 1- to 3-digit whole number.				
3. divide two 1- or 2-digit whole numbers (no remainder) given instructions such as: a. The quotient of 6 divided by 2 is ____. b. 6 divided by 2 is ____. c. 2 into 6 goes ____ times. d. 6 ÷ 2 = ____. e. $2\overline{)\ 6}$ f. $\frac{6}{2}$ = ____.				
4. Divide a 1- to 5-digit whole number by a 1- to 3-digit whole number where there is (a) no remainder, (b) a remainder.				
5. Divide a 1- to 5-digit whole number by a 1-digit whole number using "short" division.				
(Continued on next page)				

INSTRUCTOR'S COMMENTS ______

DATE COMPLETED ______ INSTRUCTOR'S INITIALS ______

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
6. Calculate the quotient of a 1- to 5-digit whole number divided by a 1- to 3-digit whole number and check by multiplying.				
7. Solve a routine word problem using multiplication and/or division of whole numbers.				

Skills Inventory

OBJECTIVE NUMBER

(6) 1. a. The product of 7 and 4 is ____. 1
b. 8 times 3 is ____.
c. Six 9's are ____.
d. Twice 8 is ____.
e. 5 x 0 = ____.
f. Do this: $\begin{array}{r} 8 \\ \underline{\times 4} \end{array}$

(5) 2. Multiply the following: 2

a. $\begin{array}{r} 37 \\ \underline{5} \end{array}$ b. $\begin{array}{r} 2{,}028 \\ \underline{42} \end{array}$ c. $\begin{array}{r} 785 \\ \underline{306} \end{array}$ d. $\begin{array}{r} 20{,}751 \\ \underline{719} \end{array}$

e. 54 x 107 = ____.

(7) 3. a. The quotient of 24 divided by 8 is ____. 3
b. 12 divided by 2 is ____.
c. 5 into 15 goes ____ times.
d. 10 ÷ 5 = ____.
e. $6\overline{)\ 30}$
f. $\frac{24}{8}$ = ____.
g. 4 divided into 20 equals ____.

(4) 4. Divide: 4
a. $7\overline{)\ 245}$ b. $14\overline{)\ 12885}$ c. $738\overline{)\ 93726}$

d. $481\overline{)\ 99{,}600}$

(3) 5. Divide by "short" division. 5

a. $4\overline{)\ 588}$ b. $7\overline{)\ 3651}$ c. $5\overline{)\ 23902}$

(4) 6. Divide and check by multiplying. 6

a. $41\overline{)\ 2091}$ check:

b. $27\overline{)\ 1679}$ check:

(6) 7. a. If your reading rate is 240 words per minute, how many words can you read in 15 minutes? ____ 7

b. A car uses 42 gallons of gas on a trip of 714 miles. How many miles will it travel on one gallon of gas? ____

c. A gardener can trim 3 trees in an hour. How many hours would it take him to trim 5 rows of trees if each row has 9 trees? ____

Learning Resources

MEDIA	TITLE	OBJECTIVE 1	2	3	4	5	6	7	8
T	Refresher Mathematics								
	pp. 43-65	✓	✓	✓	✓		✓	✓	
T	Basic Mathematics (Bouman, Lindsay)								
	pp. 51-79	✓	✓	✓	✓	✓	✓	✓	
	pp. 109-134	✓	✓	✓	✓	✓	✓	✓	
W	Learning to Compute 1								
	pp. 13-22	✓	✓					✓	
W	Learning to Compute 2								
	pp. 10-18	✓	✓					✓	
	p. 24			✓	✓		✓	✓	
W	Basic Mathematics (Brown)								
	pp. 11-18	✓	✓	✓	✓		✓	✓	
T	Essential Arithmetic								
	pp. 24-36	✓	✓					✓	
	pp. 65-75			✓	✓	✓	✓	✓	
T	Arithmetic for Self-Study								
	pp. 33-44		✓		✓			✓	

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	35/35	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(6) 1. a. The product of 3 and 6 is ____. 1

b. 8 times 0 is ____.

c. 2 seven's are ____.

d. Twice 9 is ____.

e. 5 x 4 = ____.

f. Perform this operation: $\begin{array}{r} 7 \\ \underline{\times\ 3} \end{array}$

(5) 2. Multiply the following: 2

a. $\begin{array}{r} 72 \\ \underline{\quad 4} \end{array}$ b. $\begin{array}{r} 5607 \\ \underline{\quad 35} \end{array}$ c. $\begin{array}{r} 249 \\ \underline{607} \end{array}$ d. $\begin{array}{r} 82076 \\ \underline{\quad\ 75} \end{array}$

e. 38 x 124 = ____.

(7) 3. a. What is the quotient of 18 divided by 2? ____ 3

b. 15 divided by 3 is ____.

c. 4 into 20 goes ____times.

d. 14 ÷ 7 = ____.

e. $5\overline{)\ 20}$ = ____.

f. $\frac{8}{2}$ = ____.

g. 5 divided into 20 equals ____.

(4) 4. Divide: 4

a. $9\overline{)756}$ b. $23\overline{)3358}$

c. $18\overline{)6125}$ d. $226\overline{)94485}$

(3) 5. Divide by "short" division. 5

a. $3\overline{)522}$ b. $5\overline{)8211}$ c. $8\overline{)66037}$

OBJECTIVE NUM

(4) 6. Divide and check your answer by multiplying. 6

a. $23\overline{)1886}$ check:

b. $68\overline{)27597}$ check:

(6) 7. a. A case of soup contains 24 cans. How many cans are there in 48 cases? 7

____

b. In one part of a certain city there are 16 blocks in every 5,280 feet. How many feet long is each block?

____

c. A typist types 60 words per minute. How long would it take to type 5 pages if each page contains 420 words?

____

Skills Check 2

SCORE	CRITERION	DECISION
	32/35	Y N TJ

DATE ____________

OBJECTIVE NUMBER

(6) 1. a. What is the product of 9 and 3? 1

b. 5 x 8 is ____.

c. Three 7's are ____.

d. Twice 5 is ____.

e. 0 x 6 = ____.

f. $\begin{array}{r} 1 \\ \underline{\times\ 3} \end{array}$

(5) 2. Multiply: 2

a. $\begin{array}{r} 85 \\ \underline{6} \end{array}$ b. $\begin{array}{r} 8705 \\ \underline{42} \end{array}$ c. $\begin{array}{r} 694 \\ \underline{307} \end{array}$ d. $\begin{array}{r} 40283 \\ \underline{152} \end{array}$

e. 47 x 608 = ____.

(7) 3. a. Find the quotient of 28 divided by 4. ____. 3

b. 18 divided by 9 is ____.

c. 5 into 30 goes ____ times.

d. 36 ÷ 4 = ____.

e. $7\overline{)42}$ = ____.

f. $\frac{45}{9}$ = ____.

g. 4 divided into 24 equals ____.

(4) 4. Divide the following. 4

a. $8\overline{)600}$ b. $72\overline{)52920}$

c. $22\overline{)7227}$ d. $323\overline{)89183}$

OBJECTIVE NUM

(3) 5. Divide by "short" division. 5

a. $4\overline{)\,532}$ b. $6\overline{)\,2587}$ c. $9\overline{)\,30630}$

(4) 6. Divide and check your answer by multiplying. 6

a. $35\overline{)\,2520}$ check:

b. $58\overline{)\,46{,}763}$ check:

(6) 7. a. A machine will make 780 bolts in an hour. How many bolts would it make in 6 hours? 7

____

b. A certain type of aircraft uses twelve gallons of fuel for each mile that it flies. If it has been fueled with 9000 gallons, how far can it fly?

____

c. A student is reading a novel in which he estimates that there are 10 words to a line, 42 lines on a page, and 25 pages in a chapter. If he reads at a rate of 250 words per minute how long will it take him to read a chapter?

____

Answer Key

Skills Inventory

1. a. 28 d. 16
b. 24 e. 0
c. 54 f. 32
2. a. 185 d. 14,919,969
b. 85,176 e. 5,778
c. 240,210
3. a. 3 e. 5
b. 6 f. 3
c. 3 g. 5
d. 2
4. a. 35
b. 920 r. 5
c. 127
d. 207 r. 33
5. a. 147
b. 521 r. 4
c. 4,780 r. 2
6. a. 51
b. 62 r. 5
7. a, 3600 words
b. 17 miles per gallon
c. 15 hours

Skills Check 1

1. a. 18 d. 18
b. 0 e. 20
c. 14 f. 21
2. a. 288 c. 151,143 e. 4,712
b. 196,245 d. 6,155,700
3. a. 9 e. 4
b. 5 f. 4
c. 5 g. 4
d. 2
4. a. 84 c. 340 r. 5
b. 146 d. 418 r. 17
5. a. 174
b. 1,642 r. 1
c. 8,254 r. 5
6. a. 82
b. 405 r. 57
7. a. 1152 cans of soup
b. 330 feet
c. 35 minutes

Skills Check 2

1. a. 27 d. 10
b. 40 e. 0
c. 21 f. 3
2. a. 510 d. 6,123,016
b. 365,610 e. 28,576
c. 213,058
3. a. 7 e. 6
b. 2 f. 5
c. 6 g. 6
d. 9
4. a. 75 c. 328 r. 11
b. 735 d. 276 r. 35
5. a. 133
b. 431 r. 1
c. 3403 r. 3
6. a. 72
b. 806 r. 15
7. a. 4,680 bolts
b. 750 miles
c. 42 minutes

GENERIC SKILLS

●

MATHEMATICS

II C - MULTIPLY, DIVIDE FRACTIONS

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ____________

GENERIC SKILL Multiply and divide fractions.

PREREQUISITE SKILL UNITS IIB

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Multiply: a. a common fraction and a whole number, b. two common fractions, and write the product in simplest form. 2. Multiply a common fraction and a whole number or common fraction where the word "of" is used to show multiplication, and write the product in simplest form. 3. Multiply: a. a mixed number and a common fraction, b. a mixed number and a whole number, c. two mixed numbers, and write the product in simplest form. 4. Multiply three numbers which may be any combination of common fractions, mixed numbers, and/or whole numbers, and write the product in simplest form. 5. Name the reciprocal of a given common fraction, mixed number, or whole number. 6. Divide: a. a common fraction by a whole number,				

(continued on next page)

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
b. two common fractions, c. a whole number by a common fraction, and write the quotient in simplest form.				
7. Divide: a. a mixed number by a whole number, b. a mixed number by a common fraction, c. two mixed numbers, and write the quotient in simplest form.				
8. Simplify a complex fraction in which one term is a common fraction or mixed number, and the other term is a common fraction, mixed number, or whole number.				
9. Calculate a number given a number which is a given fraction of the required number.				
10. Solve a routine word problem using multiplication and/or division of fractional numbers.				

Skills Inventory

OBJECTIVE NUMBER

(4) 1. a. $\frac{2}{3} \times 4 =$ ______ c. $\frac{2}{3} \times \frac{4}{5} =$ ______ 1

b. $\frac{5}{6} \times 9 =$ ______ d. $\frac{3}{8} \times \frac{2}{9} =$ ______

(2) 2. a. $\frac{2}{3}$ of $\frac{1}{2} =$ ______ b. $\frac{5}{8}$ of $16 =$ ______ 2

(3) 3. a. $\frac{3}{8} \times 4\frac{5}{6} =$ ______ c. $4\frac{1}{5} \times 4\frac{2}{7} =$ ______ 3

b. $5 \times 4\frac{3}{8} =$ ______

(2) 4. a. $4\frac{4}{9} \times \frac{1}{2} \times \frac{3}{8} =$ ______ 4

b. $4 \times 2\frac{1}{2} \times \frac{1}{3} =$ ______

(3) 5. Name the reciprocal of: 5

a. $\frac{2}{3}$ ______ b. $2\frac{2}{5}$ ______ c. 2 ______

(3) 6. a. $\frac{3}{4} \div 2 =$ ______ c. $48 \div \frac{3}{5} =$ ______ 6

b. $\frac{9}{16} \div \frac{1}{2} =$ ______

(3) 7. a. $5\frac{1}{2} \div 3 =$ ______ c. $4\frac{1}{5} \div 3\frac{1}{3} =$ ______ 7

b. $7\frac{1}{8} \div \frac{1}{4} =$ ______

(3) 8. a. $\frac{\frac{3}{5}}{15} =$ ______ b. $\frac{4\frac{1}{6}}{\frac{3}{8}} =$ ______ c. $\frac{1\frac{5}{8}}{3\frac{5}{8}} =$ ______ 8

(1) 9. If $\frac{3}{8}$ of a number is $15\frac{3}{8}$, what is the number? ______ 9

(9) 10. a. If 42 pounds of live fish produce $\frac{5}{7}$ as much when cleaned and canned, what is the weight of the canned fish? 10

____

b. How many sidewalk blocks which are $2\frac{1}{2}$ feet long are required for a walkway which is 50 feet long?

____

c. A retail store buys a 26-pound box of fruit and repackages it in $3\frac{1}{4}$ pound bags. If each bag sells for $1\frac{1}{2}$ dollars, what is the total cost of the fruit?

____

Learning Resources

MEDIA	TITLE	OBJECTIVE									
		1	2	3	4	5	6	7	8	9	10
T	Refresher Mathematics pp. 118-148	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
T	Basic Mathematics (Bouman, Lindsay)pp. 135-178	✓	✓	✓	✓		✓	✓	✓		✓
W	Learning to Compute 1 pp. 62-74	✓		✓		✓	✓	✓			✓
W	Learning to Compute 2 pp. 53-65	✓		✓	✓	✓	✓	✓	✓		✓
W	Basic Mathematics (Brown) pp. 31-40	✓		✓	✓		✓	✓			✓
T	Essential Arithmetic pp. 93-146	✓	✓	✓	✓		✓	✓	✓	✓	✓
T	Mathematics in Practice pp. 67-75	✓	✓	✓	✓		✓	✓	✓	✓	✓
T	Arithmetic for Self-Study pp. 84-110	✓		✓	✓	✓	✓	✓	✓	✓	✓

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	33/33	Y N TJ

DATE ______________

OBJECTIVE NUMBE

(4) 1. a. $\frac{1}{5} \times 12 =$ ____ c. $\frac{3}{5} \times \frac{1}{2} =$ ____ 1

b. $\frac{3}{4} \times 10 =$ ____ d. $\frac{2}{3} \times \frac{6}{8} =$ ____

(2) 2. a. $\frac{3}{5}$ of $\frac{5}{9} =$ ____ b. $\frac{3}{4}$ of $9 =$ ____ 2

(3) 3. a. $\frac{1}{8} \times 4\frac{2}{5} =$ ____ c. $2\frac{1}{2} \times 1\frac{3}{4} =$ ____ 3

b. $9 \times 1\frac{5}{6} =$ ____

(2) 4. a. $\frac{7}{8} \times 2\frac{4}{7} \times \frac{1}{3} =$ ______ b. $3\frac{1}{5} \times \frac{5}{6} \times 3 =$ ______ 4

(3) 5. Name the reciprocal of: 5

a. $\frac{3}{4}$ ____ b. $1\frac{5}{8}$ ____ c. 8 ____

(3) 6. a. $\frac{4}{5} \div 2 =$ ____ c. $210 \div \frac{1}{4} =$ ____ 6

b. $\frac{5}{8} \div \frac{3}{4} =$ ____

(3) 7. a. $3\frac{1}{3} \div 10 =$ ____ c. $7\frac{1}{2} \div 1\frac{1}{4} =$ ____ 7

b. $\frac{7}{8} \div 1\frac{7}{8} =$ ____

(3) 8. a. $\dfrac{8}{\frac{3}{4}} =$ ____ c. $\dfrac{4\frac{2}{3}}{6\frac{3}{4}} =$ ____ 8

b. $\dfrac{6\frac{5}{6}}{\frac{3}{8}} =$ ____

(1) 9. If $\frac{3}{5}$ of a number is 5, calculate the number. __________ 9

(9) 10. a. A spring measures $9\frac{3}{8}$ inches long when stretched and $\frac{16}{25}$ of this distance when not stretched. How long is the spring before it is stretched? __________ 10

b. One size of welding rod is $\frac{3}{16}$ inch across. How many of these rods will fit side by side into a box $4\frac{1}{2}$ inches wide? __________

c. A car is driven at 60 miles per hour for $3\frac{3}{4}$ hours and it uses $12\frac{5}{10}$ gallons of gas. How many miles per gallon did it get? __________

Skills Check 2

SCORE	CRITERION	DECISION
	30/33	Y N TJ

DATE ____________

		OBJECTIVE NUMBER
(4)	1. a. $5 \times \frac{2}{3} = \underline{\qquad}$ c. $\frac{2}{5} \times \frac{3}{7} = \underline{\qquad}$	1
	b. $\frac{5}{8} \times 12 = \underline{\qquad}$ d. $\frac{3}{4} \times \frac{14}{15} = \underline{\qquad}$	
(2)	2. a. $\frac{3}{4}$ of $\frac{4}{7} = \underline{\qquad}$ b. $\frac{2}{3}$ of $6 = \underline{\qquad}$	2
(3)	3. a. $\frac{2}{3} \times 5\frac{1}{4} = \underline{\qquad}$ c. $4\frac{2}{5} \times 3\frac{1}{8} = \underline{\qquad}$	3
	b. $7\frac{1}{2} \times 6 = \underline{\qquad}$	
(2)	4. a. $\frac{5}{6} \times 5\frac{1}{3} \times \frac{3}{5} = \underline{\qquad}$	4
	b. $5\frac{1}{4} \times \frac{3}{14} \times 8 = \underline{\qquad}$	
(3)	5. Name the reciprocal of:	5
	a. $\frac{2}{5}$ ____ b. $2\frac{1}{2}$ ____ c. 3 ____	
(3)	6. a. $\frac{3}{5} \div 4 = \underline{\qquad}$ c. $42 \div \frac{2}{3} = \underline{\qquad}$	6
	b. $\frac{5}{6} \div \frac{2}{3} = \underline{\qquad}$	
(3)	7. a. $12 \div 4\frac{1}{2} = \underline{\qquad}$ c. $6\frac{2}{3} \div 1\frac{2}{5} = \underline{\qquad}$	7
	b. $3\frac{7}{8} \div \frac{1}{4} = \underline{\qquad}$	
(3)	8. a. $\dfrac{\frac{1}{4}}{4} = \underline{\qquad}$ b. $\dfrac{\frac{7}{8}}{2\frac{5}{8}} = \underline{\qquad}$ c. $\dfrac{2\frac{9}{16}}{20\frac{1}{2}} = \underline{\qquad}$	8
(1)	9. If $\frac{3}{4}$ of a number is 8, what is the number? ________	9

(9) 10. a. A certain kind of roast is to be cooked $\frac{1}{3}$ hour for each pound of meat. How long should a $4\frac{3}{4}$ pound roast be cooked? ________ 10

b. A glazier has a sheet of glass $42\frac{1}{2}$ inches wide. How many pieces each $4\frac{1}{4}$ inches wide can be cut from the larger piece? ________

c. If an athlete can run $\frac{1}{8}$ of a mile in $\frac{5}{12}$ of a minute, how many minutes would it take him to run 2 miles at the same speed? ________

Answer Key

Skills Inventory

1. a. $2\frac{2}{3}$ c. $\frac{8}{15}$
   b. $7\frac{1}{2}$ d. $\frac{1}{12}$
2. a. $\frac{1}{3}$ b. 10
3. a. $1\frac{13}{16}$
   b. $21\frac{7}{8}$
   c. 18
4. a. $\frac{5}{6}$ b. $3\frac{1}{3}$
5. a. $\frac{3}{2}$
   b. $\frac{5}{12}$
   c. $\frac{1}{2}$
6. a. $\frac{3}{8}$
   b. $1\frac{1}{8}$
   c. 80
7. a. $1\frac{5}{6}$
   b. $28\frac{1}{2}$
   c. $1\frac{13}{50}$
8. a. $\frac{1}{25}$
   b. $11\frac{1}{9}$
   c. $\frac{13}{29}$
9. 41
10. a. 30 pounds
    b. 20 blocks
    c. 12 dollars

Skills Check 1

1. a. $2\frac{2}{5}$ c. $\frac{3}{10}$
   b. $7\frac{1}{2}$ d. $\frac{1}{2}$
2. a. $\frac{1}{3}$ b. $6\frac{3}{4}$
3. a. $\frac{11}{20}$ c. $4\frac{3}{8}$
   b. $16\frac{1}{2}$
4. a. $\frac{3}{4}$ b. 8
5. a. $\frac{4}{3}$ c. $\frac{1}{8}$
   b. $\frac{8}{13}$
6. a. $\frac{2}{5}$ c. 840
   b. $\frac{5}{6}$
7. a. $\frac{1}{3}$ c. 6
   b. $\frac{7}{15}$
8. a. $10\frac{2}{3}$ c. $\frac{56}{81}$
   b. $18\frac{2}{9}$
9. $8\frac{1}{3}$
10. a. 6 inches
    b. 24 rods
    c. 18 miles per gallon

Skills Check 2

1. a. $3\frac{1}{3}$ c. $\frac{6}{35}$
   b. $7\frac{1}{2}$ d. $\frac{7}{10}$
2. a. $\frac{3}{7}$ b. 4
3. a. $3\frac{1}{2}$ c. $13\frac{3}{4}$
   b. 45
4. a. $2\frac{2}{3}$ b. 9
5. a. $\frac{5}{2}$ c. $\frac{1}{3}$
   b. $\frac{2}{5}$
6. a. $\frac{3}{20}$ c. 63
   b. $1\frac{1}{4}$

7. a. $2\frac{2}{3}$

b. $15\frac{1}{2}$

c. $4\frac{16}{21}$

8. a. $\frac{1}{16}$

b. $\frac{1}{3}$

c. $\frac{1}{8}$

9. $10\frac{2}{3}$

10. a. $1\frac{7}{12}$ hours (or 1 hr. 35 min.)

b. 10 pieces

c. $6\frac{2}{3}$ minutes

GENERIC SKILLS

•

MATHEMATICS

III C - ADD, SUBTRACT DECIMALS

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ____________

GENERIC SKILL Add and subtract decimals.

PREREQUISITE SKILL UNITS IIIB

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Arrange a set of decimal fractions so that the decimal points are in line vertically, and the digits in the same decimal place are in the same column. 2. Add a set of decimal fractions which may represent amounts of money. 3. Subtract two decimal fractions which may represent amounts of money. 4. Solve a routine word problem using addition and/or subtraction of decimal fractions.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(1) 1. Arrange these numbers in a column so that they could be added: 2.34, .005, 31.2, .67, 231. ________ 1

(4) 2. Add the following: 2

a. $\begin{array}{r} 63.2 \\ \underline{5.7} \\ \underline{\quad\quad} \end{array}$

b. $\begin{array}{r} .321 \\ \underline{.047} \\ \underline{\quad\quad} \end{array}$

c. $\begin{array}{r} 3.49 \\ 107 \\ \underline{26.21} \\ \underline{\quad\quad\quad} \end{array}$

d. 42 + 6.3 + 63.72 + .420 = ________

(4) 3. Subtract the following: 3

a. $\begin{array}{r} 4.758 \\ \underline{.352} \\ \underline{\quad\quad} \end{array}$

b. $\begin{array}{r} 33.54 \\ \underline{4.47} \\ \underline{\quad\quad} \end{array}$

c. $\begin{array}{r} 12.6918 \\ \underline{10.6985} \\ \underline{\quad\quad\quad} \end{array}$

d. 10 - 9.999 = ________

(6) 4. a. A travelling salesman bought gasoline for his car in the following amounts: 17.8 gallons, 14.2 gallons, 7.9 gallons, 15 gallons and 18.1 gallons. What was the total number of gallons that he purchased? ________ 4

b. A building was 39.8 feet high and 42.5 feet wide. How much wider was it than it was high? ________

c. A bolt .5 inches in length is used to fasten together three pieces of metal which are .105, .15, and .085 inches in thickness. How many inches of the bolt is left to place the nut on? ________

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Refresher Mathematics								
	pp. 158-172	✓	✓	✓	✓				
T	Basic Mathematics (Bouman, Lindsay)								
	pp. 184-195		✓	✓	✓				
W	Learning to Compute 1								
	pp. 78-82	✓	✓	✓	✓				
W	Learning to Compute 2								
	pp. 78-81	✓	✓	✓	✓				
W	Basic Mathematics (Brown)								
	pp. 44-51		✓	✓	✓				
T	Essential Arithmetic								
	pp. 154-156	✓	✓	✓	✓				
T	Arithmetic for Self-Study								
	pp. 129, 134	✓	✓	✓					

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

BJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	15/15	Y N TJ

DATE ____________

OBJECTIVE NUMBE

(1) 1. Arrange the following numbers in column so that they can be added: 670, 2.76, .066, .27, 72.7. ________ 1

(4) 2. Find the sum of each of the following: 2

a.
```
  4.75
 32.14
 _____
```

c.
```
284.03
  1.588
 36.005
 _______
```

b.
```
  .081
 3.97
 _____
```

d. 71 + 2.6 + 58.33 + .04 = ______

(4) 3. Subtract the following: 3

a.
```
3.574
3.061
_____
```

c.
```
822.691
672.583
_______
```

b.
```
57.049
28.945
______
```

d. 100 - 59.99 = ________

(6) 4. 4

a. Three metal plates .4 inch thick, .275 inch thick and .08 inch thick are fastened together. What is the thickness of all three plates? ________

b. The average amount of precipitation in Regina is 15.53 inches per year as compared to 9.71 in Kamloops. How much more precipitation is there is Regina? ________

c. When a truck driver starts out on a 187 mile trip his odometer reads 59,107.4 miles and when he stops for coffee it reads 59,224.9 miles. How many miles does he still have to drive? ________

Skills Check 2

SCORE	CRITERION	DECISION
	14/15	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(1) 1. Arrange these numbers so that all the digits in the same decimal place are in the same vertical column and can be added easily: .61, 345, .005, 89.1, 2.67. ________ 1

(4) 2. Add: 2

a. 5.16
4.62
____

c. 75.08
1.625
206.7
______

b. 2.804
.97
____

d. .55 + 8.3 + 260.41 + 16 = ________

(4) 3. Find the difference for each of the following: 3

a. 8.675
3.24
____

c. 90.581
19.574
______

b. 87.208
6.137
______

d. 600 - 289.99 = ________

(6) 4. a. In a relay race the 4 members of one team are clocked at 2.28 minutes, 1.96 minutes, 2.10 minutes, and 1.89 minutes. What was their combined time? ________ 4

b. In 1970 the average number of bushels of wheat harvested per acre was 26.6, whereas in 1969 the yield was 27.4 bushels per acre. How much greater was the yield in 1970? ________

c. Three clerks in a large department store earn 1.952 dollars per hour, 2.061 dollars per hour and 2.325 dollars per hour respectively. How much more is their combined earning than their department manager who earns 5.025 dollars per hour? ____________

Answer Key

SKILLS INVENTORY

1. TJ

2. a. 68.9 c. 136.70
b. .368 d. 112.44

3. a. 4.406 c. 1.9933
b. 29.07 d. 0.001

4. a. 73.0 gallons
b. 2.7 feet wider
c. 0.16 inches

SKILLS CHECK 1

1. TJ

2. a. 36.89 c. 321.623
b. 4.051 d. 131.97

3. a. 0.513 c. 150.108
b. 28.104 d. 40.01

4. a. 0.755 inches
b. 5.82 inches more
c. 69.5 miles to drive

SKILLS CHECK 2

1. TJ

2. a. 9.78 c. 283.405
b. 3.774 d. 285.26

3. a. 5.435 c. 71.007
b. 81.071 d. 310.01

4. a. 8.23 minutes
b. The yield was less in 1970 by 0.8 bushels per acre.
c. 1.313 dollars per hour more

GENERIC SKILLS

●

MATHEMATICS

V C - TIME

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ____________

GENERIC SKILL Perform calculations involving time.

PREREQUISITE SKILL UNITS VB

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Convert a given measure of time to an equivalent measure in another given unit of time.				
2. Add a 12-hour-clock time and a time interval or two time intervals where regrouping [carrying] is (a) not required, (b) required.				
3. Subtract a time interval from a 12-hour-clock time, two 12-hour-clock times, or two time intervals where regrouping [borrowing] is (a) not required, (b) required.				
4. Calculate the (a) product, (b) quotient of a number and a time interval.				
5. Solve a routine word problem which requires a calculation involving 12-hour-clock times or time intervals and which may involve rates of pay.				
6. Measure the actual duration of time expended to perform a routine function within 5% of the actual time.				
7. Estimate the duration of time actually required to perform a routine function, within 50% of the actual time.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

NOTE: Instructor must supply cassette tapes for Questions No. 6 and 7.

(3) 1. Fill in the blanks. 1

a. $2\frac{1}{4}$ hours = __________ minutes

b. 20 months = __________ years

c. 31 days = __________ weeks

(2) 2. Add: 2

a.
$$\begin{array}{r} 4 \text{ hr. } 15 \text{ min.} \\ \underline{1 \text{ hr. } 40 \text{ min.}} \\ \underline{\hspace{3cm}} \end{array}$$

b.
$$\begin{array}{r} 6 \text{ min. } 38 \text{ sec.} \\ \underline{2 \text{ min. } 25 \text{ sec.}} \\ \underline{\hspace{3cm}} \end{array}$$

(2) 3. Subtract: 3

a.
$$\begin{array}{r} 7 \text{ hr. } 30 \text{ min.} \\ \underline{5 \text{ hr. } 16 \text{ min.}} \\ \underline{\hspace{3cm}} \end{array}$$

b.
$$\begin{array}{r} 11 \text{ hr. } \phantom{15 \text{ min.}} \\ \underline{3 \text{ hr. } 15 \text{ min.}} \\ \underline{\hspace{3cm}} \end{array}$$

(2) 4. a. 6 times (3 hr. 10 min.) = ______________________________ 4

b. (12 hr. 40 min.) ÷ 3 = ______________________________

(4) 5. John starts work at 8:15 a.m. and finishes at 4:00 p.m. If he earns \$4.065 in one hour and his lunch break is 35 minutes, what does he earn? ______________________ 5

(4) 6. Measure the duration of time between the beginning of the cassette tape entitled "-------" and the end of the phrase "-------". 6

____

(4) 7. Estimate the duration of time required to listen to the cassette tapes entitled "-------", "-------", and "-------". 7

____

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Refresher Mathematics								
	pp. 405-411	✓	✓	✓	✓	✓			
	pp. 420-431	✓	✓	✓	✓	✓			
	pp. 530-532	✓	✓	✓	✓	✓			
T	Basic Mathematics (Bouman, Lindsay)								
	pp. 351-355	✓	✓	✓	✓	✓			
T	Essential Arithmetic								
	pp. 237-254	✓	✓	✓	✓	✓			

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SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	24/24	Y N TJ

DATE ____________________

OBJECTIVE NUMBE

NOTE: Instructor must assign an activity for Questions No. 6 and 7.

(3) 1. Fill in the blanks. 1

a. $1\frac{3}{4}$ hours = ______ minutes

b. 15 months = ______ years

c. 30 days = ______ weeks

(3) 2. a. Add: b. Add: 2

a.
3 days 14 hours
2 days 5 hours
____

b.
8 hours 25 minutes
7 hours 50 minutes
____

c. $4\frac{1}{4}$ hours later than 11:30 a.m. is ________________.

(4) 3. a. Subtract: b. Subtract: 3

a.
35 min. 15 sec.
12 min. 35 sec.
____

b.
6 days 11 hours
2 days 18 hours
____

c. $2\frac{1}{2}$ hours earlier than 1:30 p.m. is ______________.

d. What is the time difference between 8:45 a.m. and 3:15 p.m.? ______________

(2) 4. a. 8 times (4 hrs. 20 mins.) = ____________________ 4

b. (24 hrs. 30 mins.) ÷ 6 = ________________________

(4) 5. A fireman works from 5:30 a.m. to 11:15 p.m. at $6.095 per hour. What does he earn? ______________ 5

(4) 6. Measure the duration of time required to perform the activity assigned to you by your instructor. ____________ 6

(4) 7. Estimate the duration of time required to perform the activity described to you by your instructor. ____________ 7

Skills Check 2

SCORE	CRITERION	DECISION
	22/24	Y N TJ

DATE ____________

OBJECTIVE NUMBER

NOTE: Instructor must assign an activity for Questions No. 6 and 7.

(3) 1. Fill in the blanks. 1

a. $3\frac{3}{4}$ min. = _____ sec.

b. 30 months = _____ years

c. 60 days = _____ weeks

(3) 2. a. Add: b. Add: 2

a.
7 hr. 35 min.
4 hr. 40 min.
____

b.
6 min. 22 sec.
1 min. 51 sec.
____

c. $9\frac{1}{2}$ hours later than 6:20 p.m. is ____________.

(4) 3. a. Subtract: b. Subtract: 3

a.
15 days 18 hours
11 days 5 hours
____

b.
3 hours 5 minutes
2 hours 40 minutes
____

c. $7\frac{1}{2}$ hours earlier than 4:00 p.m. is ____________.

d. What is the time interval between 5:30 a.m. and 2:15 p.m.? ____________

(2) 4. a. 7 times (5 hrs. 40 mins.) = ____________ 4

b. (16 hrs. 20 mins.) ÷ 4 = ____________

(4) 5. If a painter earns $6.273 per hour, what does he earn from 7:20 a.m. until 4:40 p.m.? ____________ 5

(4) 6. Measure the time required to perform the activity assigned to you by your instructor. ____________ 6

(4) 7. Estimate the time required to perform the activity described to you by your instructor for the purpose of this question. ____________ 7

Answer Key

SKILLS INVENTORY

1. a. 135 c. $4\frac{3}{7}$
   b. $1\frac{2}{3}$

2. a. 5 hr. 55 min.
   b. 9 min. 03 sec.

3. a. 2 hr. 14 min.
   b. 7 hr. 45 min.

4. a. 19 hr.
   b. 4 hr. 13 min. 20 sec.

5. $29.14

6. TJ

7. TJ

SKILLS CHECK 1

1. a. 105 c. $4\frac{2}{7}$
   b. $1\frac{1}{4}$

2. a. 5 days 19 hours
   b. 16 hours 15 minutes
   c. 3:45 p.m.

3. a. 22 min. 40 sec.
   b. 3 days 17 hours
   c. 11:00 a.m.
   d. 6 hrs. 30 mins.

4. a. 34 hrs. 40 mins.
   b. 4 hrs. 5 mins.

5. $108.19

6. TJ

7. TJ

SKILLS CHECK 2

1. a. 225 c. $8\frac{4}{7}$
   b. $2\frac{1}{2}$

2. a. 12 hr. 15 min.
   b. 8 min. 13 sec.
   c. 3:50 a.m.

3. a. 4 days 13 hours
   b. 0 hours 25 minutes
   c. 8:30 a.m.
   d. 8 hours 45 minutes

4. a. 39 hrs. 40 mins.
   b. 4 hrs. 5 mins.

5. $58.55

6. TJ

7. TJ

GENERIC SKILLS

●

MATHEMATICS

I D - PROBLEM SOLVING WHOLE NUMBERS

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ________

GENERIC SKILL Solve problems using whole numbers

PREREQUISITE SKILL UNITS IC

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Identify which of addition, subtraction, multiplication or division is the operation required to solve a given word problem.				
2. Solve a routine word problem which involves one or any combination of addition, subtraction, multiplication, and division of whole numbers.				

INSTRUCTOR'S COMMENTS ________

DATE COMPLETED ________ INSTRUCTOR'S INITIALS ________

Skills Inventory

OBJECTIVE NUMBER

(6) 1. a. If you know the number of inches in the height of a stack of plywood, and you know the thickness of each sheet of plywood, what operation would you use to find the number of sheets in the stack? ______________ 1

b. If you know the number of men registered to vote in a certain city and the total number of registered voters, what operation would you use to find the number of women who are registered to vote? ______________

c. If you know the cost of a particular item in a store, and you know how many of these items are in a carton, what arithmetic operation would be used to find the cost of a carton of the items? ______________

(12) 2. a. If you were working for 3 dollars per hour and worked 5 hours on Wednesday, 8 hours on Thursday, 10 hours on Friday and 4 hours on Saturday, how much would you earn for the four days? ______________ 2

b. A woman buys a car priced at 2,100 dollars. She gets 800 dollars for her old car and the finance charges are 308 dollars. How much will she have to pay each month for 24 months to pay for it? ______________

c. An electrical contractor buys light fixtures which are packaged 5 to a box. If he orders 127 boxes in the spring and at the end of the year he still has 14 boxes unused, how many light fixtures did the contractor use? ______________

d. A farm truck hauls 150 bushels of wheat in one load. If the yield in a 75 acre field is 20 bushels per acre, how many truckloads are to be hauled? ______________

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Refresher Mathematics								
	pp. 64-65		✓						
T	Arithmetic for Self-Study								
	pp. 44-48		✓						

MEDIA CODE -

T - TEXTBOOK
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SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

BJECTIVE UMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	18/18	Y N TJ

DATE ______________________

OBJECTIVE NUMB

(6) 1. a. If you know the number of miles travelled by a taxi in one day and you know that this distance was increased to a certain number of miles on the next day, what operation would you use to find the increase in miles? 1

____

b. If you know the price of a gallon of paint and the number of gallons of paint required to paint a house, what operation would you use to calculate the cost of painting the house?

____

c. If you know the number of miles a bus travels between two cities and the time it takes to travel this distance, what operation would you use to calculate the average speed of the bus?

____

(12) 2. a. A trucking company owns 18 trucks. Twelve trucks are each capable of delivering 24,000 pounds per day and the rest can each deliver 19,000 pounds per day. How many pounds of material can be delivered by the company each day? 2

____

b. An auditorium has 27 rows of chairs with 22 chairs in each row. If all but 17 chairs are occupied for a certain performance, how many people are in attendance?

____

c. A wall constructed of cement blocks is 30 blocks long and 15 blocks high and has a doorway 4 blocks wide and 11 blocks high. How many cement blocks are used in the wall?

____

d. A hand written manuscript of 55 pages with 300 words per page is to be typed so that an average of 550 words words appear on each page. How many pages long will the typed manuscript be?

____

Skills Check 2

SCORE	CRITERION	DECISION
	16/18	Y N TJ

DATE

OBJECTIVE NUMBER

(6) 1. a. If you know how many fewer widgets were manufactured today as compared to yesterday and you counted the widgets produced today, what operation would you use to calculate yesterday's production of widgets? 1

b. If you know the number of miles per gallon of gasoline that a car uses and the number of miles that the car travels, what operation would you use to calculate the amount of gas used?

c. If an electrical contractor knows the number of feet of wire required to wire one apartment, and he knows the number of identical apartments in a high rise apartment building, what operation would he use to calculate the total length of wire required?

(12) 2. a. An egg has about 72 calories and a glass of beer about 114 calories. How many calories are contained in 6 glasses of beer and 3 pickled eggs? 2

b. A department store has a special sale of tumblers which come 4 to a box. 192 boxes are put out in the morning and at the end of the day 27 boxes are left. How many individual tumblers were sold?

c. A table and 4 matching chairs cost 150 dollars. If the table alone costs 66 dollars what is the price of each chair?

d. 4 men planning a 5 day hunting trip estimate it will cost them 16 dollars for gas, 3 dollars per day per man for food and 7 dollars per night for a cabin for 4 nights. What would each man's share of these expenses be?

Answer Key

SKILLS INVENTORY

1. a. divide
   b. subtract
   c. multiply

2. a. 81 dollars
   b. 67 dollars each month
   c. 565 fixtures
   d. 10 truckloads

SKILLS CHECK 1

1. a. subtract
   b. multiply
   c. divide

2. a. 402,000 pounds
   b. 577 people
   c. 406 blocks
   d. 30 pages

SKILLS CHECK 2

1. a. add
   b. divide
   c. multiply

2. a. 900 calories
   b. 660 tumblers
   c. 21 dollars
   d. 26 dollars

GENERIC SKILLS

●

MATHEMATICS

II D - ORDER OF OPERATIONS

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ____________

GENERIC SKILL Apply the order-of-operations rules to expressions of whole numbers and fractions.

PREREQUISITE SKILL UNITS IIC

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Simplify an expression involving addition and subtraction of whole numbers or fractions.				
2. Simplify an expression involving multiplication and division of whole numbers or fractions.				
3. Simplify an expression involving addition and/or subtraction and multiplication and /or division of whole numbers or fractions.				
4. Simplify an expression which requires the removal of parentheses.				
5. Simplify an expression in which the numerator and/or denominator of a fraction is a sum, difference, product, or quotient of two whole numbers.				
6. State the order in which order-of-operations rules apply.				
7. Write a mathematical expression relating the numerical quantities in a given problem and then simplify that expression.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(4) 1. Simplify these expressions: 1

a. $8 - 3 + 1 =$ ________

b. $4 + 9 - 2 + 3 =$ ________

c. $9 - 5 - 3 + 1 =$ ________

d. $1\frac{5}{8} - \frac{3}{4} + \frac{1}{2} + \frac{1}{8} =$ ________

(4) 2. Simplify: 2

a. $12 \div 3 \times 2 =$ ________

b. $3 \times 8 \div 2 \times 2 =$ ________

c. $100 \div 10 \div 2 \times 5 =$ ________

d. $2\frac{1}{2} \div 4 \times \frac{3}{8} \times 2 =$ ________

(4) 3. a. $5 + 3 \times 2 =$ ________ 3

b. $2 \times 3 + 4 \times 1 =$ ________

c. $5 - 2 \times 1 \div 3 =$ ________

d. $\frac{4}{5} + 1\frac{1}{10} \div \frac{1}{2} - \frac{2}{5} =$ ________

(4) 4. Simplify 4

a. $5 + (3 - 2) =$ ________

b. $(5 + 2) - (4 + 3) =$ ________

c. $(6 + 20) \div (5 + 8) =$ ________

d. $3\frac{1}{8} - (\frac{5}{8} + \frac{1}{2}) \times 2 =$ ________

OBJECTIV NUMBER

(4) 5. a. $5(4) \div \frac{5 + 7}{6} =$ __________ 5

b. $\frac{7 + 3}{5} \times \frac{5 - 2}{3} =$ __________

c. $\frac{8}{12 \div 4} + \frac{2(2)}{8 - 5} =$ __________

d. $4\frac{1}{2} \div 3 + \frac{2 - \frac{1}{2}}{2} =$ __________

(3) 6. Identify the order in which the following order-of-operations rules apply, by placing the number 1, 2, and 3 in the appropriate blanks. 6

__________ Perform addition and subtraction from left to right.

__________ Perform operations within parentheses or above and below fraction bars.

__________ Perform multiplication and division from left to right.

(4) 7. Write a mathematical expression relating the facts in the problem below and then simplify that expression to get the answer to the problem. 7

A team played 30 games and won or tied $\frac{2}{3}$ of them. How many games did it lose?

____

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
W	Learning To Compute 2								
	p. 65	✓	✓	✓	✓				
T	Essential Arithmetic								
	pp. 125-146	✓	✓	✓	✓	✓	✓		
T	Essential Arithmetic								
	pp. 79-80						✓		
T	Mathematics in Practice								
	pp. 43-44		✓	✓	✓	✓			
T	Arithmetic for Self-Study								
	pp. 104,105,108,109				✓	✓			

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SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	27/27	Y N TJ

DATE __________________

OBJECTIVE NUMBER

(4) 1. Simplify these expressions: 1

a. 7 - 4 + 1 = __________

b. 3 + 8 - 2 + 3 = __________

c. 9 - 4 - 2 - 1 = __________

d. $1\frac{3}{4} - 1\frac{3}{8} - \frac{3}{8} + \frac{1}{2} =$ __________

(4) 2. Simplify: 2

a. 30 ÷ 5 x 3 = __________

b. 3 x 12 ÷ 3 x 2 = __________

c. 36 ÷ 6 ÷ 2 x 3 = __________

d. $1\frac{1}{2} \times 1\frac{1}{3} \div 6 \div 2 =$ __________

(4) 3. Simplify: 3

a. 6 + 6 ÷ 3 = __________

b. 12 - 8 ÷ 4 x 2 = __________

c. 3 x 10 - 5 x 2 = __________

d. $2\frac{3}{8} - 1\frac{1}{4} + \frac{3}{4} \times \frac{1}{2} =$ __________

(4) 4. Simplify: 4

a. 9 - (5 - 2) = __________

b. 3(4 + 7) = __________

c. (6 + 12) ÷ (6 - 3) = __________

d. $3\frac{1}{3} \times (\frac{1}{5} + 1\frac{1}{2}) - \frac{2}{3} =$ __________

OBJECTIVE NUM

(4) 5. Simplify: 5

a. $3(6) \div \frac{3 \times 4}{2 + 4} =$ __________

b. $20 + \frac{20 + 5}{5} - 8 =$ __________

c. $\frac{4 + 2}{2} - \frac{1}{2} =$ __________

d. $\frac{3\frac{1}{4} - \frac{1}{8}}{5} + \frac{5}{4 \div \frac{1}{2}} =$ __________

(3) 6. Place the numbers 1, 2 and 3 in the blanks to show the order in which these rules should be applied in simplifying expressions. 6

__________ Perform multiplication and division from left to right.

__________ Perform addition and subtraction from left to right.

__________ Perform operations within parentheses or above and below fraction bars.

(4) 7. Write a mathematical expression relating the facts in the problem below and then simplify that expression. 7

A set of encyclopedias is placed on a shelf $14\frac{3}{8}$ inches long. There are 10 books in the set and each book is $1\frac{1}{4}$ inches thick. How much space will be left on the shelf?

Mathematical Expression: __________

Answer to Problem: __________

Skills Check 2

SCORE	CRITERION	DECISION
	24/27	Y N TJ

DATE ________________

OBJECTIVE NUMBER

(4) 1. Simplify these expressions: 1

a. $6 - 4 + 2 =$ ____________

b. $2 + 7 - 4 + 1 =$ ____________

c. $9 - 5 - 2 + 2 =$ ____________

d. $3\frac{1}{2} - 1\frac{3}{4} - \frac{3}{4} - \frac{1}{3} =$ ____________

(4) 2. Simplify: 2

a. $18 \div 2 \times 8 =$ ____________

b. $2 \times 12 \div 2 \times 3 =$ ____________

c. $32 \div 4 \div 2 \times 2 =$ ____________

d. $4\frac{1}{2} \div \frac{1}{2} \times 6 \times \frac{2}{3} =$ ____________

(4) 3. Simplify: 3

a. $4 + 8 \div 2 =$ ____________

b. $5 + 15 \div 5 + 3 =$ ____________

c. $2 \times 12 - 3 \times 3 =$ ____________

d. $1\frac{5}{6} - \frac{5}{6} \div \frac{2}{3} + \frac{1}{6} =$ ____________

(4) 4. Simplify: 4

a. $10 - (6 - 3) =$ ____________

b. $4(2 + 9) =$ ____________

c. $(4 + 8) \div (4 - 2) =$ ____________

d. $\frac{1}{6} + (1\frac{5}{6} - \frac{2}{3}) \times \frac{1}{2} =$ ____________

OBJECTIVE NU

(4) 5. Simplify: 5

a. $2 \times 6 \div \frac{2 + 6}{2} =$ ____________

b. $16 + \frac{4}{10 - 2} \times 6 =$ ____________

c. $\frac{6 + 3}{3} - \frac{3}{6 + 3} =$ ____________

d. $\frac{6\frac{1}{4} + \frac{3}{4}}{4} \div \frac{2\frac{1}{5} + \frac{3}{5}}{\frac{4}{5}} =$ ____________

(3) 6. Identify the order in which the following rules are used in simplifying an expression, by placing the numbers 1, 2 and 3 in the appropriate blanks. 6

_______ Perform multiplication and division from left to right.

_______ Perform operations within parentheses or above and below fractions bars.

_______ Perform addition and subtraction from left to right.

(4) 7. Write a mathematical expression which relates the facts in the problem below, and then simplify that expression to arrive at the solution to the problem. 7

A typist wants to type 44 lines on a page so that the space left at the top of the page is equal to the space left at the bottom of the page. If the page is 11 inches from top to bottom and 6 lines can be typed in a vertical inch, how far from the top of the page will she begin to type?

Mathematical Expression: ____________________

Answer: ______________________________

Answer Key

Skills Inventory

1. a. 6
b. 14
c. 2
d. $1\frac{1}{2}$
2. a. 8
b. 24
c. 25
d. $\frac{15}{32}$
3. a. 11
b. 10
c. $4\frac{1}{3}$
d. $2\frac{3}{5}$
4. a. 6
b. 0
c. 2
d. $\frac{7}{8}$
5. a. 10
b. 2
c. 4
d. $2\frac{1}{4}$
6. 3, 1, 2 (TJ)
7. $30 - \frac{2}{3}(30) = 10$ (TJ) games lost

Skills Check 1

1. a. 4
b. 12
c. 2
d. $\frac{1}{2}$
2. a. 18
b. 24
c. 9
d. $\frac{1}{6}$
3. a. 8
b. 8
c. 20
d. $1\frac{1}{2}$
4. a. 6
b. 33
c. 6
d. 5
5. a. 9
b. 17
c. $2\frac{1}{2}$
d. $1\frac{1}{4}$
6. 2, 3, 1
7. $14\frac{3}{8} - 10 \times 1\frac{1}{4} = 1\frac{7}{8}$ inches of shelf remain (TJ)

Skills Check 2

1. a. 4
b. 6
c. 4
d. $\frac{2}{3}$
2. a. 72
b. 36
c. 8
d. 36
3. a. 8
b. 11
c. 15
d. $\frac{3}{4}$
4. a. 7
b. 44
c. 6
d. $\frac{3}{4}$
5. a. 3
b. 19
c. $2\frac{2}{3}$
d. $\frac{1}{2}$
6. 2, 1, 3
7. $\frac{1}{2}(11 - \frac{44}{6}) + \frac{1}{6} = 2$ inches (TJ)

GENERIC SKILLS

●

MATHEMATICS

III D- MULTIPLY, DIVIDE DECIMALS

Manpower and Immigration
Main-d'œuvre et Immigration

Training Research and Development Station
Centre de recherche et de développement en formation

Skills Record

DATE ____________

GENERIC SKILL Multiply and divide decimals.

PREREQUISITE SKILL UNITS IIIC

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Multiply two decimal fractions or a decimal fraction and a whole number where rounding off is: a. not required, b. required.				
2. Write the product of a number and a power of 10 between .001 and 1,000, without written calculation.				
3. Calculate the total cost of up to 25 items of equal value.				
4. Calculate, to a given number of decimal places, the quotient of a whole number divided into: a. a whole number larger than the divisor, b. a whole number smaller than the divisor, c. a decimal fraction.				
5. Calculate, to a given number of decimal places, the quotient of a decimal fraction divided into: a. a decimal fraction, b. a whole number.				
6. Write the quotient of a number divided by a power of 10 between .001 and 1,000, without written calculation.				
7. Calculate the unit cost (rounded to the next highest cent) of an item when given the total cost of up to 25 of the same items.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
8. Solve a routine word problem using multiplication and/or division of decimals.				

Skills Inventory

OBJECTIVE NUMBER

(6) 1. a. Multiply the following: 1

2.3	4.9	.0061
0.9	3.27	.0102

b. Multiply and round off to the given number of places:

2 places	3 places	1 place
2.74	0.072	267.8
.05	.0419	8.05

(4) 2. State the products of the following without doing any written calculation. 2

a. 2.3 x .1 = ________

b. 4.6 x .01 = ________

c. 6.8 x .001 = ________

d. .004 x 100 = ________

(1) 3. If a package of cigars cost $1.06, find the cost of 24 packages. 3

____

(6) 4. Find the quotients correct to 2 decimal places at most. 4

a. 8) 26 11) 72

b. 12) 9 9) 5

c. 16) 157.6 7) 32.1

(4) 5. Find the quotients correct to 2 decimal places. 5

a. $37.3 \overline{)\,37.673}$ $.083 \overline{)\,.2579}$

b. $.14 \overline{)\,12082}$ $.07 \overline{)\,5605}$

(3) 6. Write the quotient for each of the following without doing any written calculation. 6

a. 15.7 ÷ .1 = ____________________

b. 4 ÷ .001 = ____________________

c. .069 ÷ 100 = ____________________

(1) 7. If 14 sheets of plywood cost $79.58, find the cost of a single sheet. 7

____

(6) 8. a. A plane flew at an average speed of 537.8 miles per hour for 30.75 hours. What was the total distance travelled? (Correct to 1 decimal place.) 8

____

b. A stack of 500 sheets of paper is 1.2 inches thick. What is the thickness of each piece of paper?

____

c. A telephone wire contracts in the winter by 1.325 inches in every 100 yards of its length. Find the amount of contraction in 1760 yards.

____

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Refresher Mathematics								
	pp. 175-199, 544-550	✓	✓	✓	✓	✓	✓	✓	✓
T	Basic Mathematics (Bouman,								
	Lindsay) p. 67	✓	✓		✓	✓	✓	✓	✓
	p. 120								
	pp. 196-207								
W	Learning to Compute 1								
	pp. 82-93	✓			✓	✓			✓
W	Learning to Compute 2								
	pp. 82-95	✓			✓	✓			✓
W	Basic Mathematics (Brown)								
	pp. 52-60	✓	✓	✓	✓	✓		✓	✓
T	Essential Arithmetic								
	pp. 157-170	✓	✓		✓	✓	✓		✓
T	Mathematics in Practice								
	pp. 90-98	✓	✓		✓	✓			✓
T	Arithmetic for Self-Study								
	pp. 130-148	✓	✓		✓	✓	✓		✓

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

BJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	32/32	Y N TJ

DATE ______________________

OBJECTIVE NUMBER

(6) 1. a. Find the product of each of the following: 1

i. $\begin{array}{r}3.04\\ \underline{.19}\end{array}$ ii. $\begin{array}{r}.0334\\ \underline{0.025}\end{array}$ iii. $\begin{array}{r}193.2\\ \underline{80.76}\end{array}$

b. Round off the product to the given number of places.

i. (2 places) $\begin{array}{r}32.75\\ \underline{.0265}\end{array}$ ii. (3 places) $\begin{array}{r}0.639\\ \underline{.82}\end{array}$ iii. (1 place) $\begin{array}{r}24.39\\ \underline{.2}\end{array}$

(4) 2. Without doing any written calculation, state the product for each of the following: 2

a. 5.2 x .01 = ______________________

b. 13.8 x 100 = ______________________

c. 55.4 x .1 = ______________________

d. 9.5 x .001 = ______________________

(1) 3. If bread costs 41 cents per loaf, what is the cost of 25 loaves? 3

____

(6) 4. Find the quotients correct to a maximum of two decimal places. 4

a. $16\overline{)100}$ $7\overline{)57}$

b. $8\overline{)5}$ $12\overline{)7}$

c. $14\overline{)114.24}$ $11\overline{)5.62}$

(4) 5. Find the quotients correct to 2 decimal places. 5

a. $.012 \overline{)\,1.44}$ c. $.75 \overline{)\,78}$

b. $8.08 \overline{)\,31.9}$ d. $2.85 \overline{)\,8}$

(4) 6. Without doing any written calculation, write the quotient for each of the following: 6

a. 3.7 ÷ .001 = ____________

b. 15.6 ÷ 10 = ____________

c. 81.9 ÷ .1 = ____________

d. 34.5 ÷ 1000 = __________

(1) 7. If 20 pounds of nails cost $9.63, find the cost of one pound of nails. 7

____

(6) 8. a. An electric iron uses 3.2 kilowatts of electricity every hour it is used. If electricity costs 7.5 cents for each kilowatt hour, what will it cost to use the iron for an hour? 8

____

b. In St. John's the average precipitation per year is 60.98 inches and this falls on an average of 207 days of the year. Calculate the average amount of precipitation per day in St. John's for those days when it does rain or snow. Give the answer correct to 3 decimal places.

____

c. A meat slicer is set to cut .175 inch slices. How many slices could be cut from 3 sausages each 10.5 inches in length?

____

Skills Check 2

SCORE	CRITERION	DECISION
	29/32	Y N TJ

DATE ____________________

OBJECTIVE NUMBER

(6) 1. a. Multiply the following: 1

i.	ii.	iii.
3.7	5.278	6.209
0.8	1.06	25.4

b. Round off the product to the given number of places.

i. (3 places)	ii. (1 place)	iii. (2 places)
7.036	37.21	2.374
.504	.6873	1.96

(4) 2. Mentally calculate (without doing any written calculation) the product for each of the following: 2

a. .004 x 100 = ____________

b. 3.02 x .01 = ____________

c. 72.5 x 1000 = ____________

d. .66 x .1 = ____________

(1) 3. Find the cost of 13 four-inch bolts if one bolt costs $.59. 3

(6) 4. Divide the following. Where the quotient does not seem to terminate, round off to 3 decimal places. 4

a. 4) 19 9) 60

b. 16) 10 11) 5

c. 48) 261.6 .5) 432.9

(4) 5. Divide each of the following. Where the quotients do not terminate before the fourth decimal place, round off to three decimal places. 5

a. $11.9\,\overline{)\,3.213}$ c. $.15\,\overline{)\,216}$

b. $8.1\,\overline{)\,9035}$ d. $7.4\,\overline{)\,390}$

(4) 6. Calculate mentally the following quotients. (Do not do any written calculation.) 6

a. 354 ÷ .001 = ____________

b. 2.97 ÷ 10 = ____________

c. .05 ÷ 100 = ____________

d. 75.2 ÷ .1 = ____________

(1) 7. 13 head gaskets of a particular type are on sale for $24.99. What is the cost of one head gasket? 7

____

(6) 8. a. A #14 heavy washer is 0.065 inch thick. What would be the thickness of 18 of these washers together? 8

____

b. How many lots each .375 acres in area, can be obtained from a field with an area of 7.5 acres?

____

c. The average number of marriages in Ontario in 1971 was 9.2 per 1000 population. How many marriages would you expect occurred that year in North Bay which had a population of 49,187?

____

Answer Key

Skills Inventory

1. a. 2.07, 16.023, .00006222
   b. 0.14, 0.003, 2155.8
2. a. 0.23
   b. 0.046
   c. 0.0068
   d. 0.4
3. $25.44
4. a. 3.25, 6.55
   b. 0.75, 0.56
   c. 9.85, 4.59
5. a. 1.01, 3.11
   b. 86300.00, 80071.43
6. a. 157
   b. 4000
   c. 0.00069
7. $5.69
8. a. 16,537.4 miles
   b. 0.0024 inches
   c. 23.32 inches

Skills Check 1

1. a. 0.5776, 0.000835, 15602.832
   b. 0.87, 0.524, 4.9
2. a. 0.052
   b. 1380
   c. 5.54
   d. 0.0095
3. $10.25
4. a. 6.25, 8.14
   b. 0.63, 0.58
   c. 8.16, 0.51
5. a. 120.00
   b. 3.95
   c. 104.00
   d. 2.81
6. a. 3700
   b. 1.56
   c. 819
   d. 0.0345
7. 49 cents
8. a. 24 cents
   b. 0.295 inches
   c. 180 slices

Skills Check 2

1. a. 2.96, 5.59468, 157.7086
   b. 3.546, 25.6, 4.65
2. a. 0.4
   b. 0.0302
   c. 72,500
   d. 0.066
3. $7.67
4. a. 4.75, 6.667
   b. 0.625, 0.455
   c. 5.45, 865.8
5. a. 0.27
   b. 1115.432
   c. 1440
   d. 52.703
6. a. 354,000
   b. 0.297
   c. 0.0005
   d. 752
7. $1.93
8. a. 1.170 inches
   b. 20 lots
   c. 452 or 453 marriages

GENERIC SKILLS

●

MATHEMATICS

II E - WORD PROBLEMS - FRACTIONS

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ____________

GENERIC SKILL Solve practical arithmetic word problems involving fractions.

PREREQUISITE SKILL UNITS IID

OBJECTIVES	MET AS DETERMINED BY SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Solve a routine word problem using addition, subtraction, multiplication and/or division of fractions and/or whole numbers.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(20) 1. a. Out of 8 yards of cloth that were bought, 3 shirts were made. If $2\frac{1}{4}$ yards of cloth were used for each shirt, how much cloth was left over? ________ 1

b. Mr. Brown earned 360 dollars in November. He spent $\frac{1}{3}$ of it on rent, $\frac{1}{10}$ on gas, electricity and water, and $\frac{1}{4}$ on groceries. The remainder he deposited in the bank. How much did he deposit in the bank? ________

c. A house which is 42 $\frac{3}{4}$ feet from front to back, sits in the middle of a lot which is 97 $\frac{1}{4}$ feet deep. If the street is 10 $\frac{1}{2}$ feet from the front of the lot, how far is the house from the street? ________

d. Twelve pieces of pipe each 3 $\frac{3}{8}$ inches long and one piece 16 $\frac{7}{8}$ inches long are to be cut from a length of pipe 60 inches long. If $\frac{1}{16}$ inch is lost on each cut, how much pipe will be left over? ________

e. A solution of anti-freeze and water is to be put in the cooling system of a car. If the solution contains $\frac{2}{5}$ anti-freeze and the cooling system has a capacity of 3 $\frac{3}{4}$ gallons, how many gallons of water are required? ________

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Essential Arithmetic								
	pp. 141-146	✓							
T	Mathematics in Practice								
	pp. 43-75	✓							

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
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SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	20/20	Y N TJ

DATE ______________

OBJECTIVE NUMBER

1

(20) 1. a. Mr. Smith has $\frac{1}{5}$ of his monthly earnings deducted from his paycheck for taxes, union dues, unemployment insurance and superannuation. He then calculates that another $\frac{1}{5}$ of his earning will pay for rent, $\frac{1}{4}$ will pay for food, $\frac{1}{8}$ will go toward car expenses, and $\frac{1}{10}$ will be used for miscellaneous expenses. The remainder he will try to save. What fraction of his gross earnings will he try to save? ______

b. A girl weighed 142 $\frac{1}{2}$ pounds and then went on a diet during which she reduced her weight by $\frac{1}{7}$. What was her new weight? ______

c. Five holes are to be drilled in a bar 4 $\frac{1}{2}$ inches long. The centres of the first and last holes are 1 $\frac{1}{4}$ inches from the ends of the bar and the holes in between are evenly spaced. What fraction of an inch lies between the centres of each hole? ______

d. Celsius temperature can be found from Fahrenheit temperature by subtracting 32 and multiplying by $\frac{5}{9}$. How many degrees Celsius is 77 degrees Fahrenheit?

______

e. A 20 gallon gas tank is $\frac{7}{8}$ full. If $\frac{2}{5}$ of the gas is used, how many gallons remain in the tank? ______

Skills Check 2

SCORE	CRITERION	DECISION
	18/20	Y N TJ

DATE ____________

OBJECTIVE NUMBER

1

(20) 1. a. A construction superintendent was supervising 3 jobs. He decided to spend $\frac{1}{4}$ of his time at one job site, $\frac{3}{10}$ at another job site and $\frac{1}{3}$ at the remaining site. How much of his time will he have left to do his paperwork? ________

b. A farmer's field of 304 acres is to be seeded with $2\frac{1}{3}$ bushels of grain per acre except for $22\frac{1}{4}$ acres which are still too wet. How many bushels of seed are required? ________

c. A tank containing $44\frac{1}{2}$ gallons of water has two outlets at the bottom. Water will drain out of one at a rate of $2\frac{3}{4}$ gallons per minute and out of the other at $3\frac{5}{8}$ gallons per minute. How many minutes would it take to drain the entire tank if both outlets were open? ________

d. A stack of rough lumber is $18\frac{3}{4}$ inches high. Each of the 15 boards is run through a planer which takes $\frac{3}{16}$ inch off each side of each board. How high will the stack of finished lumber be? ________

e. The distance from the top of the bottom shelf of a bookcase to the bottom of the top shelf is $58\frac{3}{4}$ inches. If four more shelves, each $\frac{5}{8}$ inch thick, are to be equally spaced between the top and bottom, how much clearance will there be between shelves? (A diagram will help.)

Answer Key

Skills Inventory

1. a. $1\frac{1}{4}$ yards
   b. 114 dollars
   c. $37\frac{3}{4}$ feet
   d. $1\frac{13}{16}$ inches
   e. $2\frac{1}{4}$ gallons

Skills Check 1

1. a. $\frac{1}{8}$
   b. $122\frac{1}{7}$ pounds
   c. $\frac{1}{2}$ inch
   d. 25° C
   e. $10\frac{1}{2}$ gallons

Skills Check 2

1. a. $\frac{7}{60}$ of his time
   b. $657\frac{5}{12}$ bushels
   c. $6\frac{50}{51}$ minutes
   d. $13\frac{1}{8}$ inches
   e. $11\frac{1}{4}$ inches

GENERIC SKILLS

●

MATHEMATICS

III E - CONVERTING DECIMALS AND FRACTIONS

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement en formation

Skills Record

DATE ____________

GENERIC SKILL Convert fractions to decimals and decimals to fractions.

PREREQUISITE SKILL UNITS IID

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Change (a) a common fraction or mixed number to a decimal fraction (b) a decimal fraction to a common fraction or mixed number.				
2. Write from memory, the decimal equivalents of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$, and $\frac{4}{5}$.				
3. Write from memory the common fraction equivalents of .5, $.33\frac{1}{3}$, $.66\frac{2}{3}$, .25, .75, .2, .4, .6, and .8.				
4. Calculate a sum, difference, product, or quotient of two or three numbers which include at least one common fraction or mixed number and one decimal fraction.				
5. Use standard tables to convert a common fraction to a decimal fraction.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(6) 1. a. Change to decimal fractions: 1

$\frac{5}{8}$ = ____ $3\frac{3}{20}$ = ____ $\frac{3}{16}$ = ____

b. Change to common fractions or mixed numbers:

.3 = ____ .625 = ____ 5.64 = ____

(9) 2. Write the decimal equivalents of the following: 2

a. $\frac{1}{4}$ = ____ d. $\frac{3}{4}$ = ____ g. $\frac{2}{3}$ = ____

b. $\frac{3}{5}$ = ____ e. $\frac{4}{5}$ = ____ h. $\frac{1}{5}$ = ____

c. $\frac{1}{2}$ = ____ f. $\frac{2}{5}$ = ____ i. $\frac{1}{3}$ = ____

(9) 3. Write the fraction equivalents of the following without doing any written calculation: 3

a. $.66\frac{2}{3}$ = ____ d. .6 = ____ g. .25 = ____

b. .75 = ____ e. $.33\frac{1}{3}$ = ____ h. .4 = ____

c. .2 = ____ f. .5 = ____ i. .8 = ____

(4) 4. a. $2.716 \times 2\frac{1}{10}$ = ____ c. $10\frac{1}{4} - 5.70$ = ____ 4

b. $5\frac{1}{8} + 4.25 + 3.0$ = ____ d. $5\frac{5}{8} \div 2.25$ = ____

(3) 5. Using the following table, change the common fractions to decimal fractions: 5

$\frac{3}{16}$ = ____ $\frac{19}{32}$ = ____ $\frac{7}{64}$ = ____

DECIMAL EQUIVALENTS OF INCH FRACTIONS

FRACTION	EQUIVALENT	FRACTION	EQUIVALENT	FRACTION	EQUIVALENT	FRACTION	EQUIVALENT
$\frac{1}{64}$	0.015625	$\frac{17}{64}$	0.265625	$\frac{33}{64}$	0.515625	$\frac{49}{64}$	0.765625
$\frac{1}{32}$	0.03125	$\frac{9}{32}$	0.28125	$\frac{17}{32}$	0.53125	$\frac{25}{32}$	0.78125
$\frac{3}{64}$	0.046875	$\frac{19}{64}$	0.296875	$\frac{35}{64}$	0.546875	$\frac{51}{64}$	0.796875
$\frac{1}{16}$	0.0625	$\frac{5}{16}$	0.3125	$\frac{9}{16}$	0.5625	$\frac{13}{16}$	0.8125
$\frac{5}{64}$	0.078125	$\frac{21}{64}$	0.328125	$\frac{37}{64}$	0.578125	$\frac{53}{64}$	0.828125
$\frac{3}{32}$	0.09375	$\frac{11}{32}$	0.34375	$\frac{19}{32}$	0.59375	$\frac{27}{32}$	0.84375
$\frac{7}{64}$	0.109375	$\frac{23}{64}$	0.359375	$\frac{39}{64}$	0.609375	$\frac{55}{64}$	0.859375
$\frac{1}{8}$	0.1250	$\frac{3}{8}$	0.3750	$\frac{5}{8}$	0.6250	$\frac{7}{8}$	0.8750
$\frac{9}{64}$	0.140625	$\frac{25}{64}$	0.390625	$\frac{41}{64}$	0.640625	$\frac{57}{64}$	0.890625
$\frac{5}{32}$	0.15625	$\frac{13}{32}$	0.40625	$\frac{21}{32}$	0.65625	$\frac{29}{32}$	0.90625
$\frac{11}{64}$	0.171875	$\frac{27}{64}$	0.421875	$\frac{43}{64}$	0.671875	$\frac{59}{64}$	0.921875
$\frac{3}{16}$	0.1875	$\frac{7}{16}$	0.4375	$\frac{11}{16}$	0.6875	$\frac{15}{16}$	0.9375
$\frac{13}{64}$	0.203125	$\frac{29}{64}$	0.453125	$\frac{45}{64}$	0.703125	$\frac{61}{64}$	0.953125
$\frac{7}{32}$	0.21875	$\frac{15}{32}$	0.46875	$\frac{23}{32}$	0.71875	$\frac{31}{32}$	0.96875
$\frac{15}{64}$	0.234375	$\frac{31}{64}$	0.484375	$\frac{47}{64}$	0.734375	$\frac{63}{64}$	0.984375
$\frac{1}{4}$	0.25	$\frac{1}{2}$	0.5	$\frac{3}{4}$	0.75	1	1.0

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Refresher Mathematics								
	pp. 200-208	✓			✓				
W	Learning to Compute 1								
	pp. 94-100	✓	✓	✓					
W	Basic Mathematics (Brown)								
	pp. 61-68	✓				✓			
T	Essential Arithmetic								
	pp. 171-180	✓			✓				
T	Arithmetic for Self-Study								
	pp. 138-140, 184	✓							

MEDIA CODE -

T - TEXTBOOK
PT - PROGRAMMED BOOK
K - KIT

F - FILM
FSS - FILMSTRIP SOUND
FS - FILMSTRIP

I - INSTRUCTOR
WS - WORKSHEET
W - WORKBOOK

TP - AUDIO TAPE
VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	31/31	Y N TJ

DATE ________________

OBJECTIVE NUMBER

(6) 1. a. Convert the following to decimal fractions: 1

$1\frac{9}{10}$ = _____ $\frac{3}{8}$ = _____ $\frac{7}{12}$ = _____

b. Convert the following to common fractions or mixed numbers:

.08 = _____ 2.42 = _____ .3125 = _____

(9) 2. Write from memory (without doing any written calculation) the decimal equivalents of the following: 2

a. $\frac{1}{3}$ = _____ d. $\frac{1}{2}$ = _____ g. $\frac{4}{5}$ = _____

b. $\frac{3}{4}$ = _____ e. $\frac{1}{5}$ = _____ h. $\frac{1}{4}$ = _____

c. $\frac{2}{5}$ = _____ f. $\frac{2}{3}$ = _____ i. $\frac{3}{5}$ = _____

(9) 3. Write from memory (without doing any written calculation) the common fraction equivalents of: 3

a. 12 = _____ d. .75 = _____ g. .5 = _____

b. $.33\frac{1}{3}$ = _____ e. .4 = _____ h. .25 = _____

c. .8 = _____ f. $.66\frac{2}{3}$ = _____ i. .6 = _____

(4) 4. a. $10.05 - 5\frac{2}{5}$ = _____ c. $2\frac{3}{4} + 4.125 + \frac{5}{8}$ = _____ 4

b. $\frac{1}{4}$ of 9.6 = _____ d. $4\frac{1}{16} \div 6.25$ = _____

(3) 5. Using the table below, change the common fractions to decimal fractions: 5

$\frac{1}{8}$ = ____ $\frac{5}{16}$ = ____ $\frac{25}{64}$ = ____

DECIMAL EQUIVALENTS OF INCH FRACTIONS

FRACTION	EQUIVALENT	FRACTION	EQUIVALENT	FRACTION	EQUIVALENT	FRACTION	EQUIVALENT
$\frac{1}{64}$	0.015625	$\frac{17}{64}$	0.265625	$\frac{33}{64}$	0.515625	$\frac{49}{64}$	0.765625
$\frac{1}{32}$	0.03125	$\frac{9}{32}$	0.28125	$\frac{17}{32}$	0.53125	$\frac{25}{32}$	0.78125
$\frac{3}{64}$	0.046875	$\frac{19}{64}$	0.296875	$\frac{35}{64}$	0.546875	$\frac{51}{64}$	0.796875
$\frac{1}{16}$	0.0625	$\frac{5}{16}$	0.3125	$\frac{9}{16}$	0.5625	$\frac{13}{16}$	0.8125
$\frac{5}{64}$	0.078125	$\frac{21}{64}$	0.328125	$\frac{37}{64}$	0.578125	$\frac{53}{64}$	0.828125
$\frac{3}{32}$	0.09375	$\frac{11}{32}$	0.34375	$\frac{19}{32}$	0.59375	$\frac{27}{32}$	0.84375
$\frac{7}{64}$	0.109375	$\frac{23}{64}$	0.359375	$\frac{39}{64}$	0.609375	$\frac{55}{64}$	0.859375
$\frac{1}{8}$	0.1250	$\frac{3}{8}$	0.3750	$\frac{5}{8}$	0.6250	$\frac{7}{8}$	0.8750
$\frac{9}{64}$	0.140625	$\frac{25}{64}$	0.390625	$\frac{41}{64}$	0.640625	$\frac{57}{64}$	0.890625
$\frac{5}{32}$	0.15625	$\frac{13}{32}$	0.40625	$\frac{21}{32}$	0.65625	$\frac{29}{32}$	0.90625
$\frac{11}{64}$	0.171875	$\frac{27}{64}$	0.421875	$\frac{43}{64}$	0.671875	$\frac{59}{64}$	0.921875
$\frac{3}{16}$	0.1875	$\frac{7}{16}$	0.4375	$\frac{11}{16}$	0.6875	$\frac{15}{16}$	0.9375
$\frac{13}{64}$	0.203125	$\frac{29}{64}$	0.453125	$\frac{45}{64}$	0.703125	$\frac{61}{64}$	0.953125
$\frac{7}{32}$	0.21875	$\frac{15}{32}$	0.46875	$\frac{23}{32}$	0.71875	$\frac{31}{32}$	0.96875
$\frac{15}{64}$	0.234375	$\frac{31}{64}$	0.484375	$\frac{47}{64}$	0.734375	$\frac{63}{64}$	0.984375
$\frac{1}{4}$	0.25	$\frac{1}{2}$	0.5	$\frac{3}{4}$	0.75	1	1.0

Skills Check 2

SCORE	CRITERION	DECISION
	28/31	Y N TJ

DATE ____________

OBJECTIVE NUMBER

(6) 1. a. Change the following to decimal fractions: 1

$2\frac{3}{20}$ = ____ $\frac{7}{8}$ = ____ $\frac{5}{11}$ = ____

b. Change to common fractions or mixed numbers.

.05 = ____ 4.84 = ____ .0625 = ____

(9) 2. Write from memory the decimal equivalents of the following: 2

a. $\frac{4}{5}$ = ____ d. $\frac{3}{4}$ = ____ g. $\frac{1}{5}$ = ____

b. $\frac{2}{3}$ = ____ e. $\frac{3}{5}$ = ____ h. $\frac{1}{4}$ = ____

c. $\frac{1}{2}$ = ____ f. $\frac{1}{3}$ = ____ i. $\frac{2}{5}$ = ____

(9) 3. Write from memory the common fraction equivalents of the following: 3

a. .6 = ____ d. $.33\frac{1}{3}$ = ____ g. .4 = ____

b. .25 = ____ e. .8 = ____ h. $.66\frac{2}{3}$ = ____

c. .2 = ____ f. .75 = ____ i. .5 = ____

(4) 4. a. $5\frac{1}{2} - 2.25$ = ____ c. $7\frac{1}{2} + 2875 + \frac{4}{5}$ = ____ 4

b. $\frac{4}{5}$ of 1.95 = ____ d. $4\frac{3}{4} \div .0625$ = ____

(3) 5. Use the table below to change the common fractions to decimal fractions: 5

$\frac{15}{16}$ = ____ $\frac{49}{64}$ = ____ $\frac{7}{8}$ = ____

DECIMAL EQUIVALENTS OF INCH FRACTIONS

FRACTION	EQUIVALENT	FRACTION	EQUIVALENT	FRACTION	EQUIVALENT	FRACTION	EQUIVALENT
$\frac{1}{64}$	0.015625	$\frac{17}{64}$	0.265625	$\frac{33}{64}$	0.515625	$\frac{49}{64}$	0.765625
$\frac{1}{32}$	0.03125	$\frac{9}{32}$	0.28125	$\frac{17}{32}$	0.53125	$\frac{25}{32}$	0.78125
$\frac{3}{64}$	0.046875	$\frac{19}{64}$	0.296875	$\frac{35}{64}$	0.546875	$\frac{51}{64}$	0.796875
$\frac{1}{16}$	0.0625	$\frac{5}{16}$	0.3125	$\frac{9}{16}$	0.5625	$\frac{13}{16}$	0.8125
$\frac{5}{64}$	0.078125	$\frac{21}{64}$	0.328125	$\frac{37}{64}$	0.578125	$\frac{53}{64}$	0.828125
$\frac{3}{32}$	0.09375	$\frac{11}{32}$	0.34375	$\frac{19}{32}$	0.59375	$\frac{27}{32}$	0.84375
$\frac{7}{64}$	0.109375	$\frac{23}{64}$	0.359375	$\frac{39}{64}$	0.609375	$\frac{55}{64}$	0.859375
$\frac{1}{8}$	0.1250	$\frac{3}{8}$	0.3750	$\frac{5}{8}$	0.6250	$\frac{7}{8}$	0.8750
$\frac{9}{64}$	0.140625	$\frac{25}{64}$	0.390625	$\frac{41}{64}$	0.640625	$\frac{57}{64}$	0.890625
$\frac{5}{32}$	0.15625	$\frac{13}{32}$	0.40625	$\frac{21}{32}$	0.65625	$\frac{29}{32}$	0.90625
$\frac{11}{64}$	0.171875	$\frac{27}{64}$	0.421875	$\frac{43}{64}$	0.671875	$\frac{59}{64}$	0.921875
$\frac{3}{16}$	0.1875	$\frac{7}{16}$	0.4375	$\frac{11}{16}$	0.6875	$\frac{15}{16}$	0.9375
$\frac{13}{64}$	0.203125	$\frac{29}{64}$	0.453125	$\frac{45}{64}$	0.703125	$\frac{61}{64}$	0.953125
$\frac{7}{32}$	0.21875	$\frac{15}{32}$	0.46875	$\frac{23}{32}$	0.71875	$\frac{31}{32}$	0.96875
$\frac{15}{64}$	0.234375	$\frac{31}{64}$	0.484375	$\frac{47}{64}$	0.734375	$\frac{63}{64}$	0.984375
$\frac{1}{4}$	0.25	$\frac{1}{2}$	0.5	$\frac{3}{4}$	0.75	1	1.0

Answer Key

SKILLS INVENTORY

1. a. 0.625 3.15 0.1875
   b. $\frac{3}{10}$ $\frac{5}{8}$ $5\frac{16}{25}$

2. a. 0.25
   b. 0.60
   c. 0.50
   d. 0.75
   e. 0.80
   f. 0.40
   g. $0.66\frac{2}{3}$
   h. 0.20
   i. $0.33\frac{1}{3}$

3. a. $\frac{2}{3}$
   b. $\frac{3}{4}$
   c. $\frac{1}{5}$
   d. $\frac{3}{5}$
   e. $\frac{1}{3}$
   f. $\frac{1}{2}$
   g. $\frac{1}{4}$
   h. $\frac{2}{5}$
   i. $\frac{4}{5}$

4. a. 5.7036
   b. 12.375
   c. 4.55
   d. 2.50

5. 0.1875 0.59375 0.109375

SKILLS CHECK 1

1. a. 1.9 .375 0.583
   b. $\frac{2}{25}$ $2\frac{21}{50}$ $\frac{5}{16}$

2. a. $0.33\frac{1}{3}$
   b. 0.75
   c. 0.40
   d. 0.50
   e. 0.20
   f. $0.66\frac{2}{3}$
   g. 0.80
   h. 0.25
   i. 0.60

3. a. $\frac{12}{1}$
   b. $\frac{1}{3}$
   c. $\frac{4}{5}$
   d. $\frac{3}{4}$
   e. $\frac{2}{5}$
   f. $\frac{2}{3}$
   g. $\frac{1}{2}$
   h. $\frac{1}{4}$
   i. $\frac{3}{5}$

4. a. 4.65
   b. 2.4
   c. 7.500
   d. 0.65

5. 0.1250 0.3125 0.390625

SKILLS CHECK 2

1. a. 2.15 0.875 0.455
   b. $\frac{1}{20}$ $4\frac{21}{25}$ $\frac{1}{16}$

2. a. 0.80
   b. $0.66\frac{2}{3}$
   c. 0.50
   d. 0.75
   e. 0.60
   f. $0.33\frac{1}{3}$
   g. 0.20
   h. 0.25
   i. 0.40

3. a. $\frac{3}{5}$
   b. $\frac{1}{4}$
   c. $\frac{1}{5}$
   d. $\frac{1}{3}$
   e. $\frac{4}{5}$
   f. $\frac{3}{4}$
   g. $\frac{2}{5}$
   h. $\frac{2}{3}$
   i. $\frac{1}{2}$

4. a. 3.25
   b. 1.56
   c. 2883.3
   d. 76

5. 0.9375 0.765625 0.8750

GENERIC SKILLS

●

MATHEMATICS

III F - WORD PROBLEMS - DECIMALS

Manpower
and Immigration

Main-d'œuvre
et Immigration

Training Research and
Development Station

Centre de recherche et de
développement [illegible]

Skills Record

DATE ____________

GENERIC SKILL Solve word problems involving decimals and fractions.

PREREQUISITE SKILL UNITS IIIE

OBJECTIVES	MET AS DETERMINED BY			
	SKILLS INVENTORY	SKILLS CHECK 1	SKILLS CHECK 2	OTHER
1. Solve a routine word problem using addition, subtraction, multiplication, and/or division of decimal fractions and common fractions or mixed numbers.				

INSTRUCTOR'S COMMENTS ____________

DATE COMPLETED ____________ INSTRUCTOR'S INITIALS ____________

Skills Inventory

OBJECTIVE NUMBER

(12) 1. a. If one pair of jeans sells for \$8.99 or two pairs cost \$16.49, what is the amount saved if you buy two pairs? — 1

____

b. Calculate the following food bill:

$2\frac{1}{4}$ pounds of plums at \$ .61 per pound

$3\frac{9}{16}$ pounds of cherries at 63 cents per pound

4 pounds of peaches at \$ .89 a pound

1.63 pounds of steak at \$1.79 a pound

3 loaves of bread at 5 for \$1.49.

____

c. If a man earns \$3.615 per hour, find his take-home pay if:

i. he works 7 hours Monday, Wednesday, and Friday and $6\frac{3}{4}$ hours Tuesday and $9\frac{1}{4}$ hours on Thursday

ii. his unemployment deductions are \$2.76 and

iii. his income tax is .25 of his total earnings.

(Calculate answers to the next higher cent.)

____

d. A store has a markup of $\frac{1}{3}$ of cost price and this is added to the cost price to give the selling price. If a radio costs the seller \$27.66, what will he sell it for?

____

Learning Resources

MEDIA	TITLE	OBJECTIVE							
		1	2	3	4	5	6	7	8
T	Essential Arithmetic								
	pp. 175-184	✓							
T	Arithmetic for Self-Study								
	pp. 132-133, 156-157	✓							

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VTR - VIDEO TAPE

SDS - SKILL DEVELOPMENT SERIES

Prescription Sheet

OBJECTIVE NUMBER	SOURCE	ACTIVITY	FOLLOW-UP

Skills Check 1

SCORE	CRITERION	DECISION
	12/12	Y N TJ

DATE

OBJECTIVE NUMBER
1

(12) 1. a. To the nearest cent what would $3\frac{3}{4}$ yards of material cost at $3.69 a yard?

b. A taxi driver received $36.40 in fares over a period of $4\frac{1}{3}$ hours. How much did he average per hour?

c. If a man earns $4.27 $\frac{1}{2}$ per hour, find his total take-home pay if:

i. he works $6\frac{1}{2}$ hours Monday, 8 hours Tuesday, Wednesday, Thursday and $9\frac{3}{4}$ hours Friday.
ii. his unemployment deductions are $5.28.
iii. his income tax is .23 of his total earnings.
(Calculate answers to the next higher cent.)

d. If a fisherman can legally catch 35 pounds of fish per day, can he catch one more fish if he has already caught one at $6\frac{1}{4}$ pounds, one at $8\frac{3}{8}$ pounds and one at $17\frac{1}{2}$ pounds. What is the maximum size he should catch?

Skills Check 2

SCORE	CRITERION	DECISION
	11/12	Y N TJ

DATE ____________

OBJECTIVE NUMBER

1

(12) 1. a. How much would a $4\frac{5}{8}$ pound roast cost at $1.60 per pound?

____

b. A motorcyclist is clocked at 53.24 seconds over a distance of $\frac{7}{8}$ mile. How many seconds would it take him to cover one mile at the same speed?

____

c. A store sells at $.33\frac{1}{3}$ discount. What is the selling price of a tent marked at $79.88?

____

d. A man earns $2789 in commissions in one month from which $880 is deducted for a loan, $\frac{1}{8}$ is deducted for retirement benefits, .39 is deducted for income tax. What is the amount of his net pay cheque?

(Calculate answers to the next higher cent.)

____

Answer Key

Skills Inventory

1. a. $1.49 saving
   b. $11.01
   c. $97.56 (take home)
   d. $36.88

Skills Check 1

1. a. $13.84
   b. $8.40 per hour
   c. $127.21 (take home)
   d. Yes; 2 $\frac{7}{8}$ pounds

Skills Check 2

1. a. $7.40
   b. 60.846 seconds
   c. $53.26
   d. $472.66